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ABSTRACT

This enrichment material for a first- and second-year language laboratory program was designed for a course in spoken English for Navahos. It was intended for Navahos with a 3rd to 7th grade reading achievement who are learning to speak English as a second language. Included are materials on phonics, grammar, poetry, government, and literature. A table of contents is included. (SK)

ED 074804

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ENRICHMENT MATERIAL FOR FIRST AND SECOND YEAR LANGUAGE LABORATORY PROGRAM

for

A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

Designed for Navajos with 3rd to 7th grade reading achievement who are learning to speak English as a second language.

Intermountain School, Brigham City, Utah
United States
Department of the Interior
Bureau of Indian Affairs
Branch of Education
1968

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(Intermountain School's "DINE" project)

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SHORT I SOUND

Say the following words that have the short i (as in sit):

sit
pit
it
16-60
will
miss
Mister
wish
live
15-50
minute
thing
kill
this
his
been
hit
million
which
with
didn't
give
sing
kick
bit
him
did
business
think
big
is
in
busy
women
Mrs.

Can you hear the difference?

eat-it
sleep-slip
meat-mitt
peak-pick
live-leave
sit-seat
ship-sheep
lip-leap
chip-cheap
hit-heat
sick-seek
sin-seen
fit-feet
dip-deep
gyp-jeep
grit-greet

Try saying these sentences clearly:

This is it.

Which children did it?

Miss Mills thinks it's big.

It is important for me to study every day.

The women are cleaning the living-room.

I think it's best this way.

It's good to swim in the summer.

His sister feels sick today.

Please give me a piece of bread.

Is it his?

Bill swims like a fish.

I finished my homework at six.

ESL ENRICHMENT-LAB I
The sound of short /i/

PRACTICE WORDS:

bill
film
will
rim
sift
give
fits
mines

ship
thick
live
dip
slip
pick
nip
bib

fish
miss
rich
mint
list
sink
lick
rib

PRACTICE SENTENCES:

1. There seems to be a mistake in the telephone bill.
2. Where can I get a twenty-dollar bill changed?
3. Where can I buy more film for my camera?
4. I put the film in the camera the wrong way.
5. Will you please drive for awhile?
6. The child's strong will makes him hard to control.
7. There is a rim of silver around the cup.
8. The tires on the old car are worn down to the rim.
9. How many times should I sift the flour?
10. The dust sifts in through the cracks around the window.
11. The merchant failed to ship our order on time.
12. The fruit will not spoil if shipped by airplane.
13. The ice on the river is not thick enough for skating.
14. We live in a small house in the country in the summer.
15. The friends seem to be as thick as thieves.
16. Will the flowers live in the house all winter?
17. Will you have to dip the pen in the ink?
18. Dip your hands in the water to cool them off.
19. We tried to slip by the guard at the door.
20. I wrote my name on a slip of paper and left it.
21. Are you fishing for a compliment from me?
22. What kind of fish would you like for dinner?
23. If you miss the train you must wait an hour.
24. You shouldn't miss the opportunity to go South.
25. Every member of the family is very rich.
26. The rich tones of the music were beautiful.
27. Have you ever visited the United States mint?
28. We grow mint and other herbs in our garden.
29. I have lost my shopping list and can't remember it.
30. Will you list the people as they come into the room?

IDIOMATIC EXPRESSIONS AND ADAGES

give	Children should learn to give and take in play.
bill	The book will fill the bill.
pick	I have a bone to pick with you.
sink	You are on your own and will have to sink or swim.
fits	I have been able to work only by fits and starts.
nip	We must nip the plan in the bud.
lick	Someone will have to lick the report back in shape.
missed	The committee seems to have "missed the boat."
mince	You don't have to mince matters with me.
bib	I shall wear my best bib and tucker.

ESL ENRICHMENT - LAB I
SCRIPT PP-2-V
SHORT /i/ WORD DRILL

LISTEN AND REPEAT:

flick
sit
trip
sister
lift
tip
lick
hid
hill
spin
pencil
ticket
cabin
introduce
magic
panic
fifty
native
widow
print
wish
fit
mill
dish
spin

mitten
sixth
chimney
Linda
April
family
notice
America
discover
quick
instinct
pitch
miss
skip
permit
nibble
different
mistake
ribbon
hardship
practice
forgive
attic
dispose
uniform

The sound of short /i/

SINGLE FOR PRACTICE:

Pit, pit, pit, pit,
I am the vowel in pit.
I limp, I spin, I jog, I sing;
I nibble at things and skip in a ring.

Agnes Curren Hamm

Skipping is fun, skipping in fun,
Skipping is fun for everyone. The
longer you skip, the better you skip,
So skip, skip, skip!

Nibblety, Nibblety, Nib

Three little rabbits were eating their lunch,
Nibblety, nibblety, nib.
With their heads all together, oh! how they did munch
Nibblety, nibblety, nib.

They nibbled so fast, and all were so quick,
Nibblety, nibblety, nib,
That they gobbled it up before you'd say 'tick'!
Nibblety, nibblety, nib.

Little Tommy Tittlemouse
Lived in a little house;
He caught fishes
In other men's ditches.

Mother Goose

Hey, diddle, diddle!
The cat and the fiddle,
The cow jumped over the moon;
The little dog laughed to
see such sport;
And the dish ran away with
the spoon.

Mother Goose

Corporal Tim

Corporal Tim
Was dressed so trim,
He thought them all afraid of him;
But sad to say,
The very first day
We had a fright
And that was the end of Corporal Tim.

Mother Goose

Practice Words:

bib
did
if
big
lick
pill
slim
skin

lip
hiss
list
give
lit
live
lyric
sing

The Mist and Fall

I like the fall,
The mist and all.
I like the night owl's
Lonely call--
And wailing sound
Of wind around

I like the gray
November day,
And bare, dead boughs
That coldly sway
Against my pane.
I like the rain.

I like to sit
And laugh at it--
And tend
My cozy fire a bit.
I like the fall--
And mist and all.

Dixie Willson

Practice Sentences

1. I left the baby's bib in the inn.
2. Did you put your coat in the closet?
3. If you did, I'll give you a nickel.
4. There is a big bin of potatoes in the basement.
5. Did Jim lick the fudge in the big bowl?
6. His pill was too big to swallow.
7. Slim means the same thing as thin.
8. Don't stick pins in your skin.
9. Jill bit her lip.
10. Give me a list of the things I have to get.

Listen and Repeat:

trick
sit
trip
sister
lift
tip
lick
hid
hill
spin
pencil
ticket
cabin

introduce
magic
panic
fifty
native
widow
print
wish
fit
mill
dish
spin
mitten

sixth
chimney
Linda
April
family
notice
America
discover
quick
instinct
pitch
miss
skip

permit
nibble
different
mistake
ribbon
hardship
practice
forgive
attic
dispose
uniform

The Voiced and Voiceless TH Sound

Say these words clearly:

(Voiced)

the
this
thus
they
them
these
clothing
clothe
neither
other
breathe
those
their
therefore
then
than
theirs
though
that
another
bother
either
smooth
these
there
bathe

(Voiceless)

through
wealthy
thumb
width
nothing
anything
theater
mathematics
thermometer
month
healthy
bath
thought
thanks
third
thousand
booth
thirteen
thirty
south
everything
mouth
length
south

Can you hear the difference?

thirty-dirty
thought-dot
dare-there
though-dough
thumb-dumb
mad-math
den-then
Dan-than
loathe-load
die-thy
drew-through
mother-mudder

From: Crowell, T. L. Jr., Modern Spoken English

θ and ð

PRACTICE THE FOLLOWING SENTENCES:

1. Did they give you ether when you had your operation?
2. The Bible says, "Honor thy father and thy mother."
3. I loathe liver.
4. He pulled the sword out of its sheath.
5. Babies cry a lot when they teethe, don't they?
6. She put a Christmas wreath on the front door.
7. The baby has a bruise on his thigh.
8. Stand on the bath mat when you get out of the shower.
9. The child thanked his father for the toy tank.
10. It's a shame the ice is too thin for skating.
11. This soup's too this, isn't it?
12. I'll be thankful when I can take a bath.

/d/ and /ð/:

d's - these
day - they
die - thy
dough - though
doze - those

ladder-lather
reading - wreathing
riding - writhing

laid-lathe
reed - wreathe
ride - writhe
sued - soothe

MORE SENTENCES: WATCH YOUR INTONATION.

1. He sued the company for ten thousand dollars.
2. Do they do that every day?
3. Thanks a lot.
4. Do you like the thigh of a chicken?
5. She's taking a bath right now.
6. I don't have any faith in his family.
7. Fathers used to thrash their boys.
8. Doctors take an oath when they graduate.
9. Where's the nearest telephone booth?
10. There're three trees in a row.

/t/ and /θ/:

tank - thank
team - theme
tie - thigh

trash - thrash
tree - three
true - through

bat - bath
boot - booth
fate - faith
oat - oath

DIALOGUE

1. What does the sign say?
2. Can't you read it?
1. No, I can't. Please tell me what it says.
2. It says "No Smoking."
You'd better put out your cigarette.

DIALOGUE

1. What were you doing at the store yesterday?
2. I was looking for a spring suit. What were you doing there?
1. I was trying to find a coat. I need a light one for bad weather.

ESL CLASSROOM ENRICHMENT _ LAB I
VOICELESS /th/---θ

COLUMN I - θ	COLUMN II - /t/
thank	tank
path	pat
thick	tick
thin	tin
death	debt
bath	bat
forth	fort
both	boat
broth	brought
wrath	rat

COLUMN I - θ	COLUMN II - /s/
thing	sing
think	sink
mouth	mouse
myth	miss
thumb	sun
thimble	symbol
thank	sank
path	pass
thick	sick
thin	sin
bath	bass
thought	sought

COLUMN I - θ	COLUMN II - /s/	COLUMN III - /t/
thank	sank	tank
forth	force	fort
thin	sin	tin
bath	bass	bat
math	mass	mat
path	pass	pat
thick	sick	tick
myth	miss	mitt
faith	face	fate

θ IN DIFFERENT POSITIONS IN WORDS

BEGINNING	END	MIDDLE
thank	bath	nothing
theater	mouth	method
thirteen	length	faithful
thrity	death	arithmetic
thirsty	cloth	anything

PRONUNCIATION OF O IN PHRASES. BE CAREFUL!

1. through thick and thin
2. healthy, wealthy and wise
3. the fourth of the month
4. a thruthful thought
5. the thunder of the earthquake

PRONUNCIATION OF θ IN SENTENCES:

1. He had a theory that the theft took place in the cathedral.
2. I thought the path ran north and south, but something was wrong.
3. The bathtub is on the fourth floor in room thirteen.
4. He cut his thumb for the third time on the thorns.
5. I think you should do something about your toothache.

PRONUNCIATION OF WHILE CONCENTRATING ON MEANING: LISTEN AND REPEAT

1. He took a bath.
2. He opened his mouth.
3. He thinks he's hungry.
4. He doesn't have anything here.
5. He's a faithful servant.
6. He's the fourth one.
7. He hurt his thumb.
8. He had a birthday last week.
9. He went toward the north country.
10. He was thirsty by early afternoon.

PRONUNCIATION OF θ, /s/, and /t/. READ THESE SENTENCES AND BE SURE TO DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. The path over the pass was cold and damp.
2. He didn't think the ship would sink so soon.
3. The rolling mill produced a special quality of thin tin.
4. The two sailors were both sitting in the boat.
5. The burned tank sank at once in the deep water.
6. She became sick from tick bites in the thick African jungle.
7. There wasn't a thing to sing about.
8. The mouse had a peculiar mouth.
9. The settlers lost their fourth fort to the Indians.
10. We thought they sought gold in the hills.

PRACTICE SHEET

THE FOLLOWING WORDS ILLUSTRATE THE /th/ SOUND IN MONOSYLLABIC WORDS:

θ

bath
berth
birth
booth
breadth
breath
broth
cloth
couth
dearth
death
depth
doth
earth
faith
fifth
filth
fourth

fourth
froth
growth
hath
health
hearth
mirth
mouth
myth
ninth
north
oath
sixth
sloth
Smith
sooth
south

strength
teeth
thank
thatch
theft
theme
thaw
thick
thief
thigh
thin
thing
think
third
thirst
throng
thron
thou

thought
thrash
thread
threat
thresh
threw
three
thrice
thrift
thrill
throat
throb
throng
through
throw
thrush
thrust
thud

thump
thus
thwart
tooth
twelfth
warmth
wealth
truth
width
worth
wraith
wrath
wreath
youth

baths
bathe
breathe
clothe
scathe
scythe

smooth
soothe
that
the
thee

their
them
then
thence
there

these
they
this
those
thou

though
thy
with
wreathe
writhe

θ

"Thirty thousand horsemen
Threading their way through the glen."
J. H. Carlyle

θ and ð

"How art thou out of breath when thou has breath
To say to me that thou art out of breath?"
Shakespeare

ð

"Hither and thither and whither---who knows? Who knows?
Hither and thither--but whither--who knows?"
J. F. Waller

PRACTICE WORDS FOR θ

thumb
think
both
myth
wealth
thirtieth
breathy
apothecary
deathless
enthusiasm

PRACTICE WORDS FOR ð

than
thine
though
breathe
with
loathe
lithe
bathed
clothes
mouthed
wreathes
worthy
thither

PRACTICE THE FOLLOWING COMBINATIONS OF WORDS FOR θ AND ð. THESE ARE IN CONSTANT USE IN DAILY SPEECH.

at the ...
eat that...
what they say...
in the...
tune this...
can think...
tell the...
call them...
will thank them...
they'll think...
the first third...
old thing...
read the...
feed them...
heard them...

PRACTICE SENTENCES FOR θ AND ð.

1. The weather hinders their brothers.

2. They admire their father's lithe figure.

3. There were thoughtless thousands on the heath.

4. Their theatre tickets were thrust into their hats.

5. Those leather jackets are too thick.

6. Go with the thirteen ducks and get their feathers.

7. It was the end of thirty-three of the others.

8. Meet them at the theatre.

9. Write them to stop their threats.

10. Don't bother with them.

Nemoy, Elizabeth McGinley and Davis, Serena Foley:
The Correction of Defective Consonant Sounds

/th/ voiceless θ

PRACTICE:

THELMA THINKS:

1. Theo is too thin.

2. Your stick is too thick.

3. I forgot to say "Thank you."

4. It was a good thought.

5. My thimble is too big.

6. It is a thousand legger.

POEMS:

TH Jingle

Little Theo, so they say,

And I think that it's the truth

Pulled a thorn from Thelma's thumb

And she thanked the thoughtful youth.

BIRTHDAY

Earth-day or birthday--
Which the true mirth day--
Birthday-day or earth-day--
Which the well-worth day?

Unknown

QUOTATIONS AND PROVERBS:

1. The thorn comes forth with his point forward.

2. The thunder bolt hath but his clap.

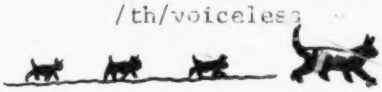
3. The worth of a thing is what it will bring.

4. A soft answer turneth away wrath.

5. Think and thank God.

Nemoy, Elizabeth McGinley and Davis, Serena Foley:
The Correction of Defective Consonant Sounds

/th/voiceless



THUMIKEN AND HER THREE LITTLE KITTENS

Once upon a time there was a little girl whose name was Thelma. She had a beautiful cat named Thumiken. Now Thumiken had three kittens called Thippy, Thibby, and Thimmy.

One day a big dog named Theo ran after Thumiken and her kittens while they were taking a bath. The kittens were so terrified that they ran quickly to their mother.

Thumiken was not the least bit afraid and said, "Just watch me," and then she opened her mouth, showed her teeth and said, "Th, th, th," and the dog ran away as fast as he could.

But the kittens said, "If you had not been here, mother, Theo would have hurt us. Won't you show us how to frighten him away if he comes again?"

Thumiken said perhaps he would help them on Thursday.

The next day while Thelma was walking in the garden, she heard a faint "Th, Th, Th."

"Perhaps Theo is chasing Thumiken again," thought Thelma, as she heard again, "Th, Th, Th."

Then she saw Thumiken and her three little kittens, Thippy, Thibby, and Thimmy, hiding among the thick bushes in the garden.

What do you think they were doing? Thumiken was showing them how to frighten dogs away. She was saying:

"Now if a big dog chases you, just open your mouth and show your teeth, like this. Raise your tongue, like this, and say, "Th".

"Isn't that thoughtful of Thumiken," thought Thelma, as she watched the kittens saying, "Th, Th, Th."

PRACTICE:

thick and thin
thimble and thread
north and south
length and width

thorn and thistle
thigh and thumb
Edith and Ruth

Theo and Thelma
mouth and teeth
fourth and fift

SENTENCES:

1. Thump! Thump! Thump! Have you Theo?
2. Beth may have Theo.
3. Maybe a thief may have Theo.
4. A thief? A thief?
5. Theo may be home, I hope.

CONTRAST SENTENCES: (F-TH)

1. The fin is very thin.
2. The boy got three free samples.
3. Do you think Mr. Fink will come?
4. I thought you fought him yesterday.
5. Fred brought some thread.

Nemoy, Elizabeth McGinley and Davis, Serena Foley:
The Correction of Defective Consonant Sounds

/th/ voiced

PRACTICE:

1. The boy and the man came to see the lady.
2. The girl with red hair came with Thelma.
3. We bathe every day but the natives bathe once a week.
4. Theo and Theda brought apples with them. We will eat them if they are ripe.
5. They came, they worked, they won.
6. Honor thy father and thy mother.

CONTRAST: /D-TH/

dye - thy
dense - thence
den - then
dare - there
Dan - than

dine - thine
day - they
read - wreathe
seed - seethe
ladder - lather

/V-TH/

vine - thine
van - than
vow - thou

lave - lathe
leaves - leathes
clove - clothe

WORD GROUPS:

I went
She washed
The bear ran
The dentist pulled
The kittens went
I visited

their mother
that tooth
with Thelma
to the booth
her bathing suit
with them

CONTRAST SENTENCES:

1. Tom did that today.
2. Dorothy did this for Arthur.
3. Do you like these doughnuts?
4. Did Dan do these today?

TH Jingle

Did you ever see together
Sheaves of wheat in windy weather,
Withered leaves in fields of heather
All these growing, all together?

MOTHER GOOSE RHYMES
QUOTATIONS AND PROVERBS

1. Honor thy father and thy mother.
2. They that do nothing learn to do ill.
3. They that know one another salute afar off.
4. They that make laws must not break them.
5. Thou must be true thyself if thou the truth wouldst teach.

PRACTICE OF

THE HOUSE THAT JACK BUILT

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the rat
That ate the malt
That lay in the house that Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the cow with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the maiden all forlorn
That milked the cow with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumpled horn,
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

This is the priest all shaven and sh
That married the man all tattered and torn
That kissed the maiden all forlorn
That milked the cow with the crumple
horn
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack buil

This is the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn.
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack buil

This is the farmer sowing the corn,
That kept the cock that crowed in the morn
That waked the priest all shaven and shorn
That married the man all tattered and torn,
That kissed the maiden all forlorn
That milked the cow with the crumpled horn.
That tossed the dog
That worried the cat
That killed the rat
That ate the malt
That lay in the house that Jack buil

Mother Goose

TWO WRENS

Two wrens there were upon a tree:
Whistle and I'll come to thee.
Another came, and there were three:
Whistle and I'll come to thee;
You can't whistle any more,
And there are none to show you.
For being frightened, off they flew.

Mother Goose

THE PRACTICE OF θ AND ð .

THE NORTH WIND

The north wind doth blow,

And we shall have snow,

And what will the robin do then,

Poor thing?

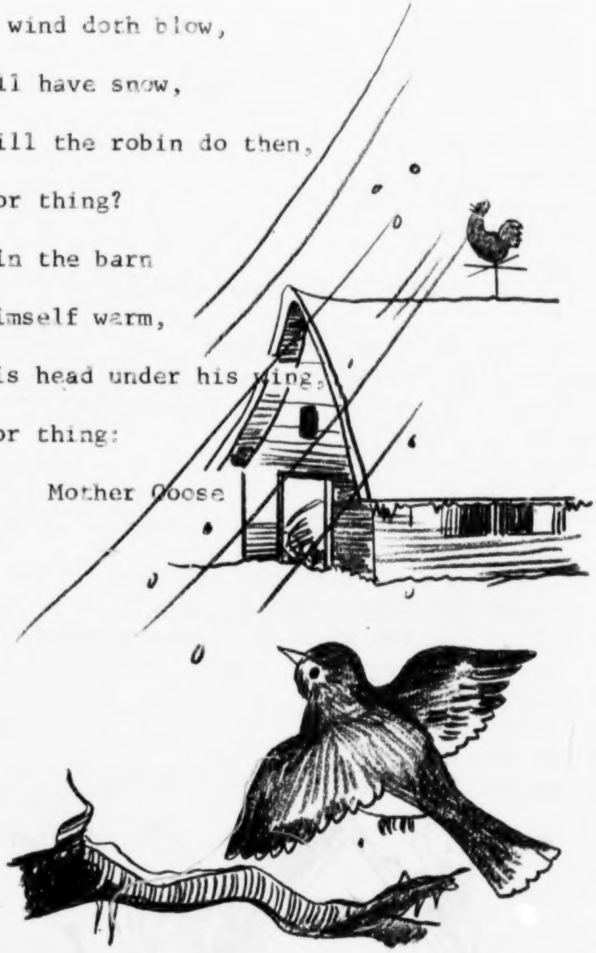
He'll sit in the barn

And keep himself warm,

And hide his head under his wing,

Poor thing:

Mother Goose



RECOGNITION DRILL:

their	dare	they	day
though	dough	then	den
those	dose	thine	dine
loathing	loading	than	Dan
father	fodder	lather	ladder

PRONUNCIATION OF ð IN WORDS:

BEGINNING	MIDDLE	END
these	teethe	further
these	further	teethe
than	feather	bathe
though	gather	lathe
they	within	soothe
that	although	breathe

PRONUNCIATION OF ð IN PHRASES

1. the smooth leather
2. without the southern army
3. their father and mother
4. either this one or the other.
5. bathing in the soothing waters.

PRONUNCIATION OF ð IN SENTENCES

1. They came to visit their other brother.
2. There was smooth sailing weather for the race.
3. Neither father nor mother kept the tickets.
4. None of them wanted the feather quilt, although it was new.
5. The clothing and the jewels all came together in a leather bag.

PRONUNCIATION OF /t/, O, /d/, and - in SENTENCES:

1. I thought he taught arithmetic at ten-thirty.
2. The dentist thought he should take out three of Tom's teeth.
3. The day dawned clear, although the weather man promised another downpour.
4. They decorated the birthday cake with the dolls.
5. My father and mother attended Don's wedding together.

PRONUNCIATION OF ð AND /z/. READ THESE SENTENCES AND DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. Don't tease-the baby while he is teething.
2. They are having a closing out sale on old clothing.
3. The workers were lazing about near the lathes.
4. They were afraid to breathe for fear the slight breeze would disappear.
5. The city seethed with excitement after the rebels had seized the town hall.

FINAL "S, EZ AND Z" SOUNDS

HOW OUR MAIL BEGAN

When the first men came to our country, there was no way to send letters. There was not much need for mail then because there were so few towns.

As time passed, more and more towns grew up along the shores and waterways of our land. More people began moving to different places. When they did, they wanted to write their friends back home. They wanted to tell about John's cold, about how the crops were growing and whether the Indians were friendly.

But it was hard to send letters in those days. The roads were not much more than paths through the woods. And often there were Indians to fight. So most of the mail went by boats to towns along the shore.

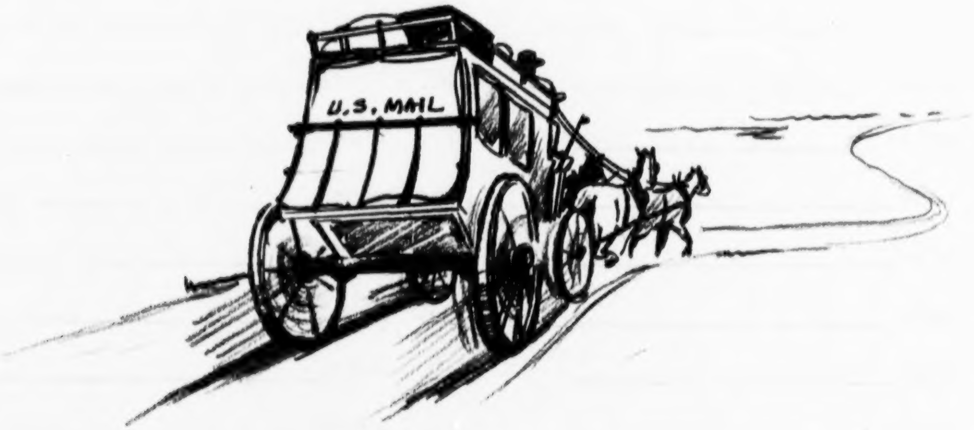
Sending mail by boats was all right sometimes. But in bad winds boats often went down. Settlers had to find better ways to send letters.

Soon towns and cities grew up in the West. Then men riding fast horses began to carry mail. This was the great Pony Express. These brave men rode alone. They rode over praries and mountains. They rode days and nights. Sometimes they were surprised by the Indians. Then they had to outride the Indians or be killed. The men of the Pony Express were very brave.

As new roads were made, stage coaches began to carry letters. MAil services became better and better. You could close your letters so no one could read them, too. Soon you could buy stamps at post offices. Stamps would take letters all the way across the United States in about a month.

Today your letters go across the country in the time between breakfast and supper. When they get to airports, trucks take them to post offices. Then a mailman in a car, or on foot, takes it to the person you sent it to.

Next time you mail a letter, stop and tink. What a lot of things have had to happen so you could send a letter--or get a letter--as fast as you can today.



LAB II - ESL ENRICHMENT
P-5-V and PP-7-V WEEK-3
S, Z, IZ
(REGENTS I - P. 49)

In the blanks at the right of the following words, write S or Z to show how the letter "s" is pronounced in each particular word.

1. also ____________________
2. busy ____________________
3. this ____________________
4. these ____________________
5. those ____________________
6. was ____________________
7. his ____________________
8. class ____________________
9. goes ____________________
10. some ____________________
11. first ____________________
12. cousin ____________________
13. tries ____________________
14. plays ____________________
15. movies ____________________
16. case ____________________
17. kiss ____________________
18. cats ____________________
19. dogs ____________________
20. puts ____________________
21. likes ____________________
22. brings ____________________
23. has ____________________
24. closes ____________________
25. easy ____________________
26. dress ____________________
27. pens ____________________
28. eyes ____________________
29. books ____________________
30. nose ____________________
31. knows ____________________
32. tennis ____________________
33. seat ____________________
34. bus ____________________
35. news ____________________
36. house ____________________
37. raise ____________________
38. peas ____________________
39. business ____________________
40. days ____________________
41. does ____________________
42. comes ____________________
43. eats ____________________
44. rose ____________________

Final /s/

Needles and pins, needles and pins,
When a man marries, his trouble begins

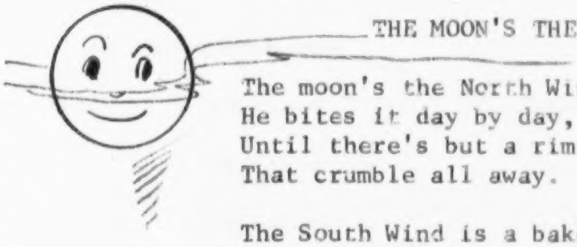
****

When clouds appear like rocks and towers,
The earth's refreshed by frequent showers,
If wooly fleeces spread the heavenly way,
No rain, be sure, disturbs the summer's day.

****

Steps, steps, steps, steps
They take a lot of pep;
But you get them by and by
If you really, really try.
Make steps, steps, steps,
Steps, steps, steps.

Here lies me and my three daughters,
Brought here by using seidlitz water:
If we had stuck to Epsom salts
We wouldn't have been in these here vaults



THE MOON'S THE NORTH WIND'S COOKY

The moon's the North Wind's cooky.
He bites it day by day,
Until there's but a rim of scraps
That crumble all away.

The South Wind is a baker,
He kneads clouds in his den,
And bakes a crisp new moon, that...greedy
North...Wind...eats...again!

LAUGHTER HOLDING BOTH HIS SIDES

Jest and youthful jollity,
Quips and Cranks and Wanton Wiles,
Nods and Becks and Wreathed Smiles...
Sport, that wrinkled Care derides,
And Laughter holding both his sides.

THE GOBLIN

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year around.

He bumps
And he jumps
And he thumps
And he stumps.

He knocks
And he rocks
And he rattles at the locks.

A goblin lives in our house, in our house, in our house,
A goblin lives in our house all the year round!

P-6-V

THE SHORT OO SOUND

Say clearly:

put
good
book
woman
pull
foot
crook
could
should
would
look
wood
hook
wool
couldn't
shouldn't
took
shook
wouldn't
hood
cook
woolen
push
full
stood

Can you hear the difference?

pull-pool
look-Luke
full-fool
could-cool
soot-suit
stood-stewed
should-shoed
took-tool
wooden-wound
hood-who's
foot-refuse
book-boot

Try saying these sentences:

Would this be a good book?

He shouldn't have stood on that foot.

Is your book in your room?

She took the book and put it away.

Who said good-bye?

Look at that pretty woman.

It's his school book.

Would some good food put you in a good mood?

Is that a good cook book?

Ruth should move to a good rooming house.

The parking lot was full.

ESL ENRICHMENT -
oo as in food

moon
noon
soon
spoon
cool
school

do
who
whom
whose
soup
shoe

too
two
goose
roof
room
broom

blue
true
truth
drew
grew
fruit

READ THE FOLLOWING SENTENCES ALOUD, SLOWLY AND CAREFULLY. FIND THE WORDS CONTAINING THE SOUND OF oo AS IN food.

1. Ruth goes to our school.

2. She has a blue dress and a blue hat.

3. Ruth and I play in my playroom.

4. We play school every afternoon.

5. Ruth sits on a stool and is the teacher

6. She says, "Add two and two."

7. "Two times two are four," Ruth says.

8. After school, we sweep the room.

WORDS CONTAINING THE SOUND OF oo AS IN foot.

book
cooky
cook
took
look
looked

good
wood
stood
hood
brook
shook

could
would
should
wool
full
pull

put
bush
push
bushel
butcher
sugar

1. I have a book about Red Riding Hood.
2. Little Red Riding Hood lived near the woods.
3. The bushes in the woods were full of berries.
4. She picked a basket full for her grandmother.
5. There was a brook in the woods.
6. Near the brook stood a very large wolf.
7. Would you like to know more about the wolf?

P-7-V

THE C AS IN CHAIR; THE J AS IN JUDGE

Say these pairs of words:

H-age
match-Madge
rich-ridge
march-Marge
age-H
Madge-match
ridge-rich
Marge-march

cheep-jeep
choke-joke
gin-chin
chin-gin
match-Madge
rich-ridge
H-age
age-H

jeep-cheep
joke-choke
chin-gin
Madge-match
ridge-rich
age-H
H-age
march-Marge

Say:

page
judge
George
large

catch
which
much
match

child
cheap
chair
choose

judge
job
jet
joke

Try saying these sentences:

orange	orange	It was a Florida Orange.
carriage	carriage	That's a baby's carriage.
cottage	cottage	He lived in that cottage.
college	college	Her brother's in college.
language	language	That's his native language.
urge	urge	Try to urge him to change.
edge	edge	The car drove to the edge.
judge	judge	Tell it to the judge.

budge	budge	The stubborn mule wouldn't budge.
age	age	What's his age?
cage	cage	That's a bird cage.
page	page	Turn the page.
large	large	The shirt is too large.
charge	charge	What's the charge?
change	change	Count the change.
strange	strange	I felt strange.
village	village	He lives in a small village.
cabbage	cabbage	Buy a head of cabbage.
message	message	Did you get the message?
bridge	bridge	He crossed a large bridge.
porridge	porridge	Goldilocks ate the porridge.

/j/ [dʒ] as in judge

MAKING THE SOUND Start to make the /d/ sound by placing the tongue behind the upper front teeth, letting it drop as the [dʒ] which is a combination of both /d/ and /ʒ/.

Sound Picture: JACK AND JILL

JOLLY JACK AND JILL

Go up Jolly Jack
Go up Jolly Jill
The well at the top is calling.

Go slow Jack and Jill,
Go slow Jack and Jill;
Oh, Oh, Jack begins to fall.

Down the hill he tumbles
With the pail he fumbles,
Listen to their laughter,
As Jill comes tumbling after.

NURSURY RHYME QUIZ

TEACHER: Wee Willie Winkle ran through the town. What did Wee Willie wear?
SPEAKER: He wore a nightgown.
CLASS: He wore a nightgown.

TEACHER: Where did the little cat go?
SPEAKER: He went to London to see the queen.
CLASS: He went to London to see the queen.

TEACHER: What did Jack Horner say when he pulled out the plum?
SPEAKER: Jack said, "What a good boy am I!"
CLASS: Jack said, "What a good boy am I!"

TEACHER: Who was quick and jumped over a candlestick?
SPEAKER: Jack was nimble and Jack jumped over the candlestick.
CLASS: Jack was nimble and Jack jumped over the candlestick.

TEACHER: Why did Old Mother Hubbard go to the cupboard?
SPEAKER: She went to the cupboard to get her poor dog a bone.
CLASS: She went to the cupboard to get her poor dog a bone.

TEACHER: What did the rat eat in "This is the house that Jack Built?"
SPEAKER: The rat ate the malt in "This is the House that Jack Built."
Class: The rat ate the malt in "This is the House that Jack Built."

TEACHER: Who ate the rat in "This is the House that Jack Built?"
SPEAKER: The cat ate the rat in "This is the House that Jack Built."
CLASS: The cat ate the rat in "This is the House that Jack Built."

TEACHER: Who worried the cat in "This is the House that Jack Built?"
SPEAKER: The dog worried the cat in "This is the House that Jack Built."
CLASS: The dog worried the cat in "This is the House that Jack Built."

From: Crowell, T. L., Jr., Modern Spoken English, Mc-Graw Hill, N.Y.

/j/ sound

PRACTICE THE FOLLOWING PAIRS:

Yale-jail
Yam-jam
yard-jarred
year-jeer
yellow-Jello
yell-jell

yet-jet
yoke-joke
you-Jew
use (verb) - Jews
use (noun) - Juice

PRACTICE THESE SENTENCES. WATCH YOUR INTONATION.

1. He's going to Yale.

2. The earthquake jarred the house.

3. Don't yell; I can hear you.

4. He hasn't seen a jet yet, has he?

5. Carrying a yoke is no joke.

6. Do Jews use that synagogue?

7. Do you like jam?

8. The crowd jeered the umpire.

9. Lemon Jello is yellow.

10. He has no use for juice.

REVIEW /dz/ and /dʒ/:

leads - liege

seeds - siege

ride - ridge

aids - age

raids - rage

wades - wage

dreads - dredge

Ed's - edge

heads - hedge

buds - budge

MORE PRACTICE SENTENCES:

1. People often refer to the siege of troy.
2. She's Ed's wife.
3. Almost every student dreads an exam.
4. She follows wherever he leads.
5. What's his age?
6. They have a hedge around their house.
7. That job doesn't pay a living wage.
8. That powder rids dogs of fleas.

/ch/ /tʃ/ as in Charlie

MAKING THE SOUND Start to make the /tʃ/ sound by placing the tongue behind the upper front teeth, letting it drop as the /tʃ/ sound is made. This produces the /tʃ/ which is a combination of both the /t/ and /sh/. The tongue must drop quickly in order to make a clear /tʃ/.

SOUND PICTURE: Sneezing Make the sneezing sound with Charlie. (Be sure to cover your mouth when you sneeze.)

AT-CHOO

GIRLS: Charlie wouldn't wear his boots
As he went out to play
He even lost his sweater
On that cold and rainy day.

ALL: So Charlie started sneezing
At-Choo, At-Choo, At-Chee
Cover up your sneezes, Charlie
Don't give your sneezes to me!
At-Choo, At-Choo, At-Chee!

BOYS: Charlie played in the water,
He even played in the sea,
Without his boots and sweater on.
What a foolish boy was he!

ALL: So Charlie started sneezing,
At-Choo, At-Choo, At-Chee.
Cover up your sneezes, Charlie,
Don't give your sneezes to me!
At-Choo, At-Choo, At-Chee!

TEACHING THE SOUND: Both the tip and blade of the tongue need to be in firm contact with the ridge behind the upper front teeth in order to create a distinct friction sound, as the tongue drops and the air is released. It should be forceful but not a staccato sound. It is longer and more pronounced than the sound of /ʃ/. The correct use of the tongue is the key to the production of this sound. Consciously work for better tongue control.

"DROP THE TONGUE"
SAY THE WORDS:
Drop, drop, drop
Drop, drop, drop
Drop, drop, drop and stop.

SOUNDS:
/t/ /t/ /t/
/t/ /t/ /ʃ/
/t/ /t/ /tʃ/ /tʃ/ /tʃ/ /tʃ/

Practice the[tʃ] sound in this arrangement of an old traditional rhyme.

Teacher: Who is fair of face?

Class: Monday's child.

Teacher: Who is full of grace?

Class: Tuesday's child.

Teacher: Who is full of woe?

Class: Wednesday"s child.

Teacher: Who has far to go?

Class: Thursday"s child.

Teacher: Who is loving and giving?

Class: Friday's child.

Teacher: Who works hard for a living?

Class: Saturday's child.

Teacher: Who is the child who is bonnie and gay?

Class: The child who is born on Sabbath day.

BASEBALL WORD GAME

Do we-change the picture or the pitcher?

Did we get a new pitcher or a new picture?

Do we-sell the pitcher or the picture?

Do we-take out the pitcher or the picture?

Who is your favorite picture or Who is your favorite pitcher?

From: Crowell, T. Y. Jr.,: Modern Spoken English /ch/

PRACTICE THE FOLLOWING WORDS:

seat - sheet - cheat
seer - sheer - cheer
sip - ship - chip
sop - shop - chop
mass - mash - match
sock - shock - chock
sue - shoe - chew

sews - shows - chose
Swiss - swish - switch
seep - sheep - cheap
sin - shin - chin
sues - shoes - choose
lass - lash - latch
lease - leash - leech

SENTENCES:

1. Please sit in that seat.
2. You'd better shut the windows and latch then.
3. Please switch off the light when you leave.
4. A prophet is a seer.
5. Mr. Shin isn't related to Mr. Chin.
6. Chew your food thoroughly before you swallow it.
7. She sews very well.
8. You'll get a shock from that socket.
9. Are you going to the boxing match tonight?
10. That's cheap at any price.
11. She's eaten all the cheese.
12. Do you like chipped beef?
13. Those aren't the shoes I'd choose.
14. He's got to chop some wood for the fire.
15. I'm not going to renew the lease on my apartment.

REVIEW - /tʃ/ and /dʒ/:

chin - gin
char - jar
cheer - jeer

chest - jest
choke - joke
chunk - junk
chump - jump

batch - badge
rich - ridge
breeches - bridges

MORE SENTENCES:

1. The British drink a lot of gin.
2. If they like you, they'll cheer; if they don't, they'll jeer.
3. You musn't call anybody a chump.
4. Put the tip of your tongue on your tooth ridge.
5. Do you want a jar of cherries?
6. The doctor examined the boy's chest.
7. Don't get mad; it was only a joke.
8. The detective showed his badge to the policeman.
9. How many bridges are there to cross?

FINAL "S, EZ, AND Z" SOUNDS

PP-7-V

Listen to your endings. Say these words clearly:

/s/	/ez/	/z/
maps, tapes, stamps	uses, places, taxes	ties
seats, lights	ashes, wishes, edges	clubs, Abe's
checks, headaches, snakes	garages, quizzes	Ed's, waves
roofs, staffs	matches, judges	eggs, wives
coughs, Ralph's	notices, kisses	lathes, clothes
helps, stops, wipes	uses, oozes, buzzes	names, claims
wants, fits, rotates	rushes, cashes	songs, kings
works, takes, checks	reaches, itches	fans, Anne's
satellites, photographs	changes, obliges	car's, cars

Say these sentences:

John walks to school.

Mary knits her own sweaters.

The chorus sings well.

Bill wishes he could be here.

You'll find Tom downstairs.

The bank cashes checks on Mondays.

She notices the latest styles.

The judges announced the winner.

He says his head aches.

Eggs are cheaper downtown.

Joe's ties are too loud.

Do servicemen pay taxes?

The raft floats over the waves.

Most garages close on Sundays.

He helps his speech with tapes.

The sattellites are taking photographs.

PP-8-V

THE "F AND V SOUNDS"

Put a circle around every "f" and "v" sound you find in the following story. Then read the story aloud in a strong, clear voice.

LIVING IN TODAY'S WORLD

Living today is different from what living was when our grandparents were young. Machines are important today. Only a few years ago most of the work of the world was done by hand. Today we use machines for everything. In the home we have machines for washing clothes and washing dishes. We have all kinds of machines. In the street, in the office, everywhere, some new invention is always doing something for us. Electric lights, telephones, the movies, and thousands of other inventions make our lives easier. We live in a very fast machine age.

Machines have helped the lives of people all over the world. They have made possible all kinds of goods. Now families everywhere can drive cars, buy refrigerators, washing machines, television sets, factory-made clothing, and thousands of other things which our grandparents did not have.

****

Are you sure of these words? Say them clearly, aloud!

telephones
refrigerators
free
office
over

invention
living
few
movies
families

everywhere
different
of
lives
drive

everything
from
have
live
factory

television
very
for
fast

THE V AND T SOUNDS

(REVIEW)

Say these words clearly:

five
verb
vowel
vacant
vacation
value
November
visit
vegetable
seven
eleven
seventeen
seventy
evening
of
over
ever
every
never
several
live
move
have
leave
believe
twelve
cave
drive
wait
wrote
mate
plate
late
light
height
bit
it
taught
though
might
cost
last

Can you hear the difference?

belief-believe
feel-veal
life-alive
leaf-leave
half-halve
fan-van
shuffle-shovel
fine-vine
fat-vat
bet-bed
mate-made
light-lied

Try saying these sentences:

Five and seven make twelve.

Do you find English verbs very difficult?

I'd like to move to that vacant house.

She's always at least ten minutes late.

Today is cold, isn't it?

The best tickets cost five dollars.

P-11-V

T AND D SOUNDS

Say these words clearly:

tell
two
12, 10
talk
tall
not
get
later

cigarette
wet
sit
let
little
better
butter
gotten

eating
sitting
button
mountain
bitten
written
satin
dollar

day
D
do
did
done
doctor
December
bad

don't
doing
didn't
idea
anybody
condition
good
road

good-bye
could
would
should
had
find
hold

Now, can you hear the difference?

tip-dip
bet-bed
rot-rod
tie-die
town-down

matter-madder
wait-wade
satin-sadden
wrote-rode
mate-maid

two-do
latter-ladder
written-ridden
bit-bid
plate-played

bitter-bidder
height-hide
late-laid
light-lied
dough-toe

Say these sentences: Be careful of your t's and d's.

Tell Dot to do it.
Today is cold, isn't it?
This is a better bottle of pop.
Can you tell me the time?
It was written by Mark Twain.
Ted had a good idea, didn't he?

Try to talk English all the time.
The old roads are in bad condition.
You'd better put a little butter on it.
Sixteen times two equals thirty-two.
A good doctor wouldn't do that.
Don't button the bottom button of your jacket.

SK, SP, ST, SOUNDS

Say the following words twice:

skin
sky
school
scold
skate
skip
escape
ask
desk
desks
asks
risks
task
tasks
speak
especially
expensive
hospital
grasp
grasps
lost
tastes
tests
bedspread
whiskers

Can you hear the difference?

desk-desks
ask-asks
grass-grasps
speed-speak
test-tests
rest-rests
miss-mist
lease-least
spool-spoon
stock-stop
steam-steel
most-mostly
dust-dusk
skip-skit
lisp-list

Try saying these sentences:

Thirty desks	There are thirty desks in the schoolroom.
Lost a history book	Ask Mister Skinner if he lost a history book.
Almost all	Almost all the streets in Salt Lake City are straight.
Scrambled eggs	I'd like scrambled eggs, please.
This hospital	This hospital is especially good.
Spring day	Today is a splendid spring day.
On the last test	I did best on the last test.
Let's stop to rest	Let's stop and rest on the grass.

P-14-V

THE K AND G SOUNDS

(REVIEW)

Say these words clearly:

come
welcome
talk
call
take
make

back
key
instruction
American
buckle
luck

car
coffee
look
book
like
can

check
breakfast
came
cat
cake
steak

dog
big
egg
garden
dialogue
cigarette

Can you hear the difference?

come-gum
cane-gain
Kate-gate

pick-pig
curl-girl
duck-dug

leak-league
could-good
cull-gull

pluck-plug
muck-mug
came-game

Try saying these sentences:

Coffee for breakfast	Most Americans have coffee for breakfast.
Cash a check	Where can I cash a check?
Six o'clock	Call me at six o'clock.
Looking for work	Is he looking for work in a factory?
Eggs, cigarettes and sugar	The girl bought eggs, cigarettes and sugar.
Go to the bank	I'v got to go to the bank to cash a check.
Coffee and eggs	He always gets coffee and eggs for breakfast.

the sound of /k/

MAKING THE SOUND: To make the sound of /k/, put your tongue down behind your lower teeth and cough gently, k - k - k - k - k.

SOUND PICTURE: Cawing MAKE THE CAWING SOUND IN THE FOLLOWING RHYMES:

THE CROW FAMILY

A mother crow flew to a tree,
    caw-caw-caw.
And this is what she went to see,
    caw-caw-caw.
Her baby crows in the nest,
Quietly taking a little rest,
    caw-caw-caw.

THE OLD BLACK CROW

GIRLS: "Caw, caw, caw," sings the old black crow
As he eats the corn in the farmer's row
Is he thanking the farmer as he goes?
Eating and eating down the rows,

ALL: "Caw, caw, caw,"

BOYS: "I've had my dinner, I'd better go.
It's time for me to be on my way,
But, I'll come back another day.

ALL: "Caw, caw, caw."

USING THE SOUND: Irregularities in writing the sound of /k/ confuse both the native speaker and the speaker learning English as a Second Language.

LETTERS		SOUNDS	
k	sounds like	/k/	in king
c	sounds like	/k/	in coins
ch	sounds like	/k/	in echo
ck	sounds like	/k/	in luck - pick
kh	sounds like	/k/	in khaki
cc	sounds like	/k/	in account
q	sounds like	/k/	in quick
x	sounds like	/ks/	in box

The letter c may make the sounds of /k/ or /s/. Generally c is pronounced /k/ at the end of a word.

Use the dictionary when there is any question about the pronunciation of ch. Chmakes the /k/ sound in character, chemistry, and Christmas, but not in many other words, such as chagrin, champagne, and chalet.

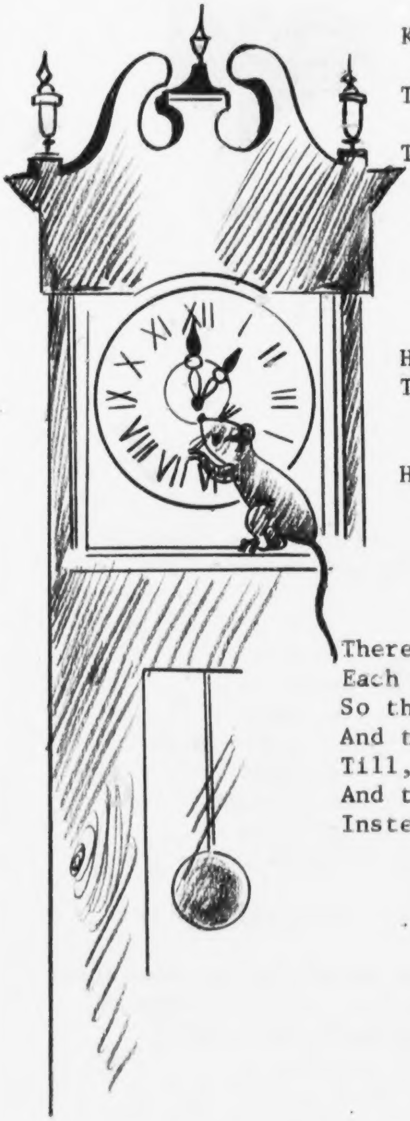
PRACTICE WORDS FOR /k/

cook kink chimeric cuckoo coccyx colloquy

crackling expects curious climactic consequence

PRACTICE: Catharine's calico frock was puckered in the back.
They look like Clara's Christmas books.

FOR PRACTICE OF /k/:



Kick with your left,
Kick with your right
Kick, tap, kick, tap.

Tap to your left,
Tap to your right.
Tap, kick, tap, kick.

S.M.A.

HICKORY DICKORY

Hickory, dickory, dock!
The mouse ran up the clock;
The clock struck one,
And down he run,
Hickory, dickory, dock.

Mother Goose

THE CATS OF KILKENNY

There were once two cats of Kilkenny,
Each thought there was one cat to many;
So they fought and they fit,
And they scratched and they bit,
Till, excepting their nails
And the tips of their tails,
Instead of two cats, there weren't any.

Mother Goose

A DUCK AND A DRAKE

A duck and a drake,
And a halfpenny cake,
With a penny to pay the old baker.
A hop and a scotch
In another notch,
Slitherum, slatherum, take her.

Mother Goose

The sound of /k/

PRACTICE WORDS

ark
ask
back
bank
bark
bask
blank
blink
brink
buck
brisk
bulk
cash
click
crock
dark
deck
Dick
disk
drank
duck
dunk
dusk
elk
hack
hock
honk
husk
ink
junk
keg
kept
kick
kid
knack
lack
lark
lock
luck
mark
mask
milk
mink
monk
musk
nick
Nick
park
peck
pick
plank
pluck
prank
prick
prank
quilt
quick
quit
quest
quart
quack
rack
rink
risk
rock
sack
sick
silk
skid
skim
skin
skip

IDIOMATIC EXPRESSIONS

1. You must give an account of yourself.
2. Don't forget that circumstances alter cases.
3. The doctor gave me bitter medicine.
4. The argument cuts no ice with me.
5. The meeting was a knock down and drag out affair.
6. That is putting the cart before the horse.
7. Actions speak louder than words.

The sound of /g/

MAKING THE SOUND: To make the sound of /g/, put your tongue down behind your lower teeth and make the voice go, g-g-g-g-g-g-g-g-.

SOUND PICTURE: Gunking USE THE GUNKING SOUND TO SCARE THE ALLIGATOR AWAY.

GO AWAY, MR. ALLIGATOR

Over in the pond under a tree
Lived a mother frog
And her little froggies three.
    "Gunk," - said the mother,
    "We gunk," - said the three
Please Mr. Alligator,
Stay away from our tree.
    Gunk - gunk - gunk.

Over in the pond and late that night,
The poor little froggies had a bad fright.
    "Gunk," - said the mother,
    "We gunk," - said the three,
    "Go away," Mr. Alligator,
    "You can't catch me."

So they gunked and were happy
By their home near the tree,
The mother and the froggies -
    One, two, three.
        Adapted from "Over in the Meadow,"
            Mother Goose

USING THE SOUND

Pronunciation rules for the letter g based on spelling are confusing because of the exceptions that must be made to any general rule.

LETTERS		SOUNDS	
g	sounds like	/g/	in gold
gg	sounds like	/g/	in bigger
gh	sounds like	/g/	in ghetto, but
		/f/	in laughter, enough
g	does not sound like	/g/	in gem, gesture, gin
ge	on the end (marriage - does not sound like /g/)		
g	is silent in gnaw, snarled, gnome.		

PRACTICE WORD FOR /g/

girl
bigot
begged
dragon

egg
gray
Griggs
auxiliary

gag
glow
legume
augury

lagging
guava
goggles
giggled

PRACTICE OF /g/:

"Go, get thee gone!"

"The Gold of the Gods that spared not, and the greedy that have been . . .
There Sigurd seeth moreover Andvari's Ring of Gain,
The hope of Loki's finger, the Ransom's utmost grain;
Then laughed the son of Sigmund, and stooped to the golden land,
And gathered the first of the harvest and set it on his hand."

William Morris

Jiggety, jiggety, jog,
The pig became a hog.
The pig did jog, the hog did jog,
Jiggety, jiggety, jog.

Jo Ann Konrad Lally

LITTLE GIRL, LITTLE GIRL

Little girl, little girl, where have you been?
Gathering roses to give to the Queen.
Little girl, little girl, what gave she you?
She gave me a diamond as big as my shoe.

Mother Goose

DAME GET UP

Dame, get up and bake your pies,
    Bake your pies, bake your pies,
Dame, get up and bake your pies,
    On Christmas Day in the morning.

Mother Goose

GRAY GOOSE AND GRAY GANDER

Gray Goose and gray gander,
Waft your wings together
And marry the good king's daughter
Over the one stand river.

TWO LITTLE DOGS

Two little dogs
Sat by the fire,
Over a fender of coal-dust:

Said one little dog
To the other little dog,
"If you don't talk, why,
I must."

Mother Goose

C-1-V

PRACTICE SHEET FOR MAKING AND ACKNOWLEDGING INTRODUCTIONS

Remember that in making introductions, speak the name clearly. Everyone likes to have his name pronounced correctly. Always try to say something about one of the persons to help the conversation get started.

BOOTHS 1, 3, 5: Introduce your friend (in 2, 4, or 6) to:
(2, 4, 6 acknowledge)

1. Mary, your friend from Albuquerque.
2. Mr. Webster, your principal.
3. Mr. Burnett, your teacher.
4. Sam Dunne, a player on a visiting team.
5. Your mother.
6. Your grandfather.
7. Martha Robinson, a girl friend.
8. Roger Burton, an uncle from home.
9. Dr. Bunderson, your doctor.
10. Mrs. Capps, the party hostess.

BOOTHS @, $, ¢: Introduce your friend in (1, 3, or 5) to:
(1, 3, 5 acknowledge)

1. Your young sister, Louise.

2. Your teacher, Mr. Marshall.

3. Your friend, Tom Keene.

Actor John Wayne from Hollywood.

5. Your grandmother.

6.Your employer, Mr. Kent.

7. Ruth Murphy, a friend.

8. Mrs. Borders, your teacher.

9. Mrs. Webster, the party hostess.

D -6-V

COMPARISON OF ADJECTIVES

Positive	Comparitive	Superlative
old	older	oldest
small	smaller	smallest
beautiful	more beautiful	most beautiful

Use the comparative. Include the word than:

1. Helen is ---------(young) _________ Mary. (younger than)

2. This book is _________(interesting)_________that one.

3. Oranges are _________(sweet)_________lemons.

4. The weather today is _________(warm)_________it was yesterday.

5. The exercise is _________(easy)___________the last one.

6. Helen is _________(intelligent)_________her sister.

7. The month of February is _______(cold)_______the month of March.

8. I am _________(tired)_________I was last night.

9. Our classroom is _________(large)_________your classroom.

10. This lesson is _________(long)_________the next one.

11. You seem to be _________(busy) today _________you were yesterday.

12. To me New York City is _________(interesting)_________Washington.

13. Park Avenue is _________(wider)_________Main Street.

14. This book is _________(good)_________the last one I read.

15. The month of February is _________(short)_________the month of March.

16. The sea looks _________(peaceful) today_________it looked yesterday.

17. Your pronunciation is _________(good)_________John's.

18. Prices are _________(high) this year _________they were last year.

19. The Mississippi River is much _________(deep) in some places _________ in others.

20. These flowers are _________(beautiful)_________those in your garden.

COMPARISON OF ADJECTIVES

CHANGE THESE ADJECTIVES TO THEIR COMPARATIVE AND SUPERLATIVE FORMS.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. sunny		
2. mighty		
3. blue		
4. healthy		
5. bright		
6. drowsy		
7. swift		
8. fancy		
9. grave		
10. sharp		
11. hungry		
12. proud		
13. homely		
14. gay		
15. pale		
16. juicy		
17. plain		
18. sorry		
19. cheap		
20. silly		
21. jolly		
22. late		
23. dusty		
24. cozy		
25. crazy		

ADJECTIVES AND ADVERBS - COMPARISON
REGENTS II - P. 72

1. John is (tall) his brother.
2. This book was (expensive) that one.
3. Helen is not (old) I.
4. She can speak English (good) the teacher.
5. John can't swim (fast) I.
6. I came (soon) possible.
7. I did (good) I could on the examination
8. The boy ran home (fast) his legs could carry him.
9. Telephone me (soon) you get home.
10. I don't think it is (cold) it was yesterday.
11. He came (quick) as he could.
12. She can do the work (easy) I.
13. I am not (tired) I was yesterday.
14. She doesn't work (hard) the other students.
15. Your pronunciation is certainly (good) mine.
16. We go to the movies (often) we can.
17. Naturally, I cannot speak English (rapid) the teacher.
18. I do my homework (careful) I can.
19. She plays the piano (beautiful) anyone I have ever heard.
20. He is almost (rich) Rockefeller.
21. She visits us (often) she can.
22. I telephoned to you (soon) I could.

PAST TENSE OF VERBS

Change these verbs to the past tense by adding d or ed. Double the final consonants or change final y to i before adding ed when necessary.

1. snap
2. select
3. amount
4. shop
5. hurry
6. suppose
7. slap
8. ram
9. defeat
10. tag
11. coach
12. study
13. dot
14. bar
15. scrap
16. bandage
17. dim
18. multiply
19. peg
20. glue
21. pat
22. scorch
23. swat
24. marry
25. agree
26. club
27. rap
28. alarm
29. plug
30. happen
31. slip
32. pay
33. drug
34. strip
35. connect
36. slam
37. outline
38. spot
39. frighten
40. pity
41. clap
42. outfit
43. deserve
44. hum
45. fret
46. arrive
47. repay
48. compare
49. blot
50. sip

CLASSROOM ENRICHMENT
LAB I SCRIPT S-2-V

VERBS: Irregular past tense forms (changing present to past using both the preterit and did with the past).

USE THIS AS AN ORAL AND/OR WRITTEN EXERCISES

begin
He began.
He did begin.

draw
She drew
She did draw

see
I saw
I did see

drink
He drank
He did drink

eat
They ate
They did eat

know
I knew
I did know

tell
He told
He did tell

shine
It shone
It did shine

bring
I brought
I did bring

catch
He caught
He did catch

run
They ran.
They did run.

sit
She sat
She did sit

Take
He took
He did take

write
They wrote
They did write

lose
I lost
I did lose

teach
She taught
She did teach

bite
She bit
She did bite

break
I broke
I did break

feel
They felt
They did feel

buy
He bought
He did buy.

SENTENCES: LISTEN AND REPEAT.

1. Mary lost her purse. Mary did lose her purse.
2. Jim grew one foot taller this summer. Jim did grow one foot taller.
3. JoAnne spoke to the GAA meeting. JoAnne did speak to the GAA meeting.
4. The earth shook during the storm. The earth did shake during the storm.
5. I rode to Chicago this summer. I did ride to Chicago this summer.

THAT, THOSE

In each of the following sentences, change the noun-subject from singular to plural form. Accordingly, change That to Those: also change verb from is to are to agree with new plural subject:

Example: That book is new.

Those books are new.

1. That man is French. ______________
2. That seat is occupied. ______________
3. That apple is green. ______________
4. That woman is sick. ______________
5. That lesson is easy. ______________
6. That bus is full. ______________
7. That cat is pretty. ______________
8. That boy is cleaver. ______________
9. That building is very old. ______________
10. That door is locked. ______________
11. That dress is expensive. ______________
12. That child is hungry. ______________
13. That window is open. ______________
14. That exercise is difficult. ______________
15. That rug is dirty. ______________
16. That box is heavy. ______________
17. That girl is atteactive. ______________
18. That office is closed. ______________
19. That chair is broken. ______________
20. That apartment is large. ______________

THIS, THESE

In each of the following sentences, change the noun subject from singular to plural form. Accordingly, change This to These: also change verb from is to are to agree with new plural subject:

Example: This book is new.
(Say both sentences)
These books are new.

1. This book is new. ______
2. This exercise is not difficult. ______
3. This letter is for you. ______
4. This window is open. ______
5. This room is warm. ______
6. This class is interesting. ______
7. This man is tired. ______
8. This office is closed. ______
9. This orange is sour. ______
10. This box is heavy. ______
11. This lesson is easy. ______
12. This seat is occupied. ______
13. This girl is sick. ______
14. This street is very wide. ______
15. This town is very old. ______
16. This boy is thirsty. ______
17. This sandwich is for you. ______
18. This bus is full. ______
19. This dog is lost. ______
20. This cat is hungry. ______

S-4-V (1)

SUBJECTS: HE/ SHE/ IT WITH PRESENT TENSE

Pronounce your verb endings clearly: Say:

I run fast	I arrive on time.	She tesches in a school.
You run fast.	You arrive on time.	She works in an office.
He runs fast. She runs fast. It runs fast.	He arrives on time. She arrives on time. It arrives on time.	He eats lunch in school. It keeps good time.

Mary ____________ in a school.

Say the above sentence using these verbs:

teaches	reads books
works	writes lessons
studies	studies English
eats lunch	does assignments

*John ____________ with his family.

* Say the above sentence using these verbs:

lives	goes to town
travels	does the shopping
rides	enjoys working
corresponds	visits reletives

Answer "no" to the following questions. Follow the example:

Does he have a car? (bicycle) No, he doesn't have a car. He has a bicycle.

Does she like to do housework? (cook) No, she doesn't ______ She ________

Does she want to be a clerk? (nurse) No, she doesn't ______ She ________

Does the boy see his grandfather? (grandmother) No he doesn't ______ He ________

Does Mr. Smith live in town? (on a farm) No he doesn't ________ He ________

Does he know their son? (daughter) ______________ ____________

Does he speak English? (Navajo) ______________ ____________

Does he teach science? (mathematics) ______________ ____________

S-4V (2)

SUBJECTS: HE/ SHE/ IT WITH PRESENT TENSE

(REVIEW)

Put the following sentences in the present tense:

She understood the story. She ___

She worked for a doctor. She ____

The bus stopped here. The bus ___

He knew his lessons. He _________

She did office work. She ________

The clock ran slow. The clock ___

He believed everything you said. He __________

She spoke English well. She _______

She liked to do housework. She _____

The plane left at 7 sharp. The plane ___

He rode the school bus. He ________

She took care of the house. She ___

He lived on that street. He _______

A pound of coffee cost $1.00. ______

Answer "no" to the following questions. Follow the example.

Does he eat dinner at 6 o'clock? (7) No, he eats dinner at 7 o'clock.

Does she want cereal for breakfast? (eggs) No, she _______________

Does he get up early? (late) No he _________________

Does he see John on Monday? (Wednesday) No, he ________________

Does he go to school? (work) No he _________________

Does she listen to the radio? (TV) No, she _______________

Does he read books? (magazines) No, he ________________

Does your father write to you? (Mother) No, my ________________

Does this cost very much? (very little) No, this ______________

Does your friend live here? (there) No, my ________________

Does the lesson sound difficult? (easy) No, it ________________

S-12-V

THE FINAL "ED"

Verbs ending in sound "t"

I helped him and he thanked me.
He liked her and asked her name.
He picked up the cloth and erased the blackboard.

Verbs ending in the sound "d"

She loved Spanish and always studied hard.
I believed you when you called last night.
I telephoned you, but he answered.

Verbs ending in sound "id"

I invited her but she visited you.
He decided he needed to learn English.
I painted the room; she wanted it green.

"t"	"d"	"id"

Anne visited Bill when he lived in Phoenix.

He started, and then he stopped.

My Mother washed and dried the dishes.

Listen and repeat:

"d"	"t"	"id"
answer-answered	ask-asked	add-added
arrive-arrived	cross-crossed	decide-decided
clean-cleaned	finish-finished	invite-invited
enjoy-enjoyed	help-helped	start-started
listen-listened	talk-talked	wait-waited
receive-received	walk-walked	want-wanted

PRACTICE /t/, /d/, /id/

THESE VERBS ADD THE SOUND 't' TO THE BASE FORM TO MAKE THE PAST TENSE. LISTEN AND REPEAT:

BASE FORM	PAST TENSE
help	helped
like	liked
laugh	laughed
practice	practiced
talk	talked
watch	watched
walk	walked
pass	passed

THESE ADD THE SOUND 'd'

BASE FORM	PAST TENSE
arrive	arrived
mow	mowed
cry	cried
change	changed
call	called
excuse	excused
listen	listened
show	showed
use	used
open	opened
smile	smiled

THESE ADD THE SOUND 'id'

BASE FORM	PAST TENSE
repeat	repeated
visit	visited
want	wanted
wait	waited
rest	rested
seat	seated
remind	reminded

S-13-V

THE KL SOUND, AS IN CLASS

Say each word twice:

class
clean
club
close
Clear
climate
clothing
closet
claim
claw
clamp
click
clue
clam
clip
cloak
clown
clash
Clyde
clerk
cliff
clock
clothes
click
clan

Now, try the first two sounds slowly, and the word fast:

kuh-class, class
kuh-lean, clean
kuh-lay, clay
kuh-lub, club
kuh-lan, clan
kuh-loudy, cloudy
kuh-limate, climate
kuh-lothes, clothes
kuh-lamp, clamp
kuh-lear, clear
kuh-lock, clock
kuh-linic, clinic
kuh-liff, cliff
kuh-lick, click
kuh-lerk, clerk

Can you say these sentences with the KL sound way down in your throat?

On a clear day	On a clear day we can see across the valley.
Warm clothing	In this climate you need warm clothing.
In the closet	My clothes are in the closet.
That clock is slow.	I think that clock is slow.
One o'clock	The class ends at one o'clock.
Close the clamp	Can you close the clamp on the locker?
The clubhouse	Was the clubhouse crowded last night?
Climbed the cliff	The rescue squad climbed the cliff.

S-16-V

THE V SOUND

Say these words clearly:

very
visit
village
Virginia
view
vine
violet
vote
vein
valentine
valley
value
vegetable
vessel
vest
voice
various
voice
ever
never
every
over
clover
river
cover
seven
eleven
evening
invite
divide
heavy
seventy
lovely
servant
heaven
even
have
gave
give
live
love
glove
above
wave
stove
dove
five
dive
move
save
cave
brave
twelve
leave

Can you hear the difference?

buy-vie
been-Vin
lover-lubber
dove-dub
bet-vet
habit-have it
ribber-river
lubber-lover
laver-labor
have it-habit
curb-curve
rove-robe
V-B
vie-buy
Vin-been
vet-bet
robe-rove
dub-dove
jibe-jive
jive-jibe

Try saying these sentences:

Virginia is visiting Dot.

Dot lives in a village.

The village is near the river.

Do you find English very difficult?

I wish my vacation would begin.

I'll visit her on my vacation.

They never look at television.

Five and seven make twelve.

/v/ as in very

PRACTICE:

face - vase
fan - van
rifle - rival
infest - invest
grief - grieve
proof - prove
fail - vail
fast - vast
safer - saver
belief - believe
half - halve
fear - veer
fat - vat
fault - vault
shuffle - shovel
fife - five
leaf - leave

SENTENCES:

1. That man's a reckless driver.
2. That waitress will give you good service.
3. Mr. Harris stayed in Venice for a few weeks.
4. May I leave this book here?
5. Every lover has to have a rival.
6. Do you find fault with the movies?
7. Fast moving cars veer just in time.
8. Can you believe many of their plots?
9. However, villains always come to grief.
10. That's life in the movies, isn't it?

WORDS:

advance
avalanche
halve
vantage
advantage
vast

QUOTATIONS:

We may live without poetry, music and art;
We may live without conscience and live without heart;
We may live without friends; we may live without books;
But civilized men cannot live without cooks.
Meredith

I loaf and invite my soul.
I lean and loaf at ease, observing a spear of summer grass.
Whitman

Life is real! Life is earnest!
And the grave is not its goal.
Longfellow

I think that I shall never see
A poem as lovely as a tree.
Kilmer

Once more: speak clearly if you speak at all;
Carve each word before you let it fall.
Holmes

The sound of v as in very

FOR PRACTICE OF v: vet

very vowel rove dove veil vest vile vanish

vote revel vein vine vent veal vend verse

PRONUNCIATION OF /v/ IN WORDS:

BEGINNING	FINAL	MEDIAL
voice	five	cover
visit	gave	several
valley	stove	advance
value	move	favor
view	grave	diving

PRONUNCIATION OF /v/ IN PHRASES:

1. to travel over the vast river
2. violets growing near the gravel driveway
3. seven leaves painted on velvet
4. diving through every wave
5. various valuable silver-lines sleeves

PRONUNCIATION OF /v/ IN SENTENCES:

1. The grape vines in the valley provided red wine.
2. The silver vase was discovered in the wet clover.
3. A good vocabulary is a very valuable asset.
4. The heavy stove was moved near the ventilator.
5. Everything of value in Bob's bank vault had vanished.

PRONUNCIATION OF /v/ IN A SHORT PARAGRAPH:

Dewey Boulevard, a water-front drive that compares favorably with Chicago's Lakeshore Drive, is always crowded with all kinds of traffic. The vehicles range from converted army jeeps which serve as small buses, to new expensive American cars and horse-drawn carriages. The carriages lend a delightful Old World flavor to the city.

THE SOUND OF /v/ AS IN VERY

MAKING THE SOUND: To make the sound of /v/. place the upper teeth lightly on the lower lip and blow as you did for the /f/ sound, but the voice is used this time. This is what is called a voiced sound.

SOUND PICTURE: Revving TRY TO MAKE THE Revving SOUND IN THE FOLLOWING:

"Let's Help Evvy"

Down on the levee
Lives little Evvy
Rev up the Chevvy, Evvy,
V - v- v - v.

It's old and it's heavy
Rev up the Chevvy, Evvy
V - v - v - v.

It won't start
Oh, my, my,
Rev up the motor,
One more try!
Vvvvv VAROOM!

USING THE SOUND: The spelling rules for the sound of /v/ are consistent and easy to learn.

v sounds like /v/ in Valentine
f sounds like /v/ in of
ph sounds like /v/ in Stephen
vv sounds like /v/ in flivver

Final blends are sometimes undervoiced. PRACTICE:

/vd/	/vz/
starved	saves
carved	stoves
waved	doves

PRACTICE THESE WORDS: valve, vaunt, verve, love, voice, vandeville, revolved, velvet, vivid

FOR PRACTICE OF /v/:

Volley, volley, volley,
Hit the ball.
Volley, volley, volley,
Hear the call.
Hit it more,
Increase the score.
Volley, volley, volley, Volleyball!
Mildred Kolb

"But if, of your fresh sweet nature
The veriest vestage survive,
You remember that moment's madness
You remember that moonlight drive."
William Wetmore Story

S-17-V

PT, KT, FT, ST, SHT, CHT

Listen for your final T sound. Say these words twice:

stopped
hoped
kept
slept
swept

talked
liked
walked
looked
parked

laughed
coughed
left
telegraphed
sniffed

Now, try the present and past of these verbs. Can you hear the difference?

pass-passed
dance-danced
notice-noticed
miss-missed

finish-finished
wish-wished
rush-rushed
cash-cashed

watch-watched
reach-reached
touch-touched
scratch-scratched

Say these sentences. Be careful about the final T's:

They stopped	The stopped in Chicago.
We checked	We checked our suitcases.
We walked	We walked around the city.
He laughed	I wonder why he laughed when he left?
They danced	They danced until midnight.
I finished	I finished my homework at nine o'clock.
We watched	We watched television last night.

/zh/ ʒ

MAKING THE SOUND To make the sound of ʒ , make a fish mouth as though you were going to say /sh/. Raise the tip and blade of the tongue but do not touch the gum ridge. Release your breath (use your voice). The stream of breath can be felt on the palate as you release it.

SOUND PICTURE: The French Sound

JACQUE LA DOODLE

Jacque la Doodle's Paris bound up in the sky of azure,
For flying in a jet airplane is certainly a pleasure.

While in Paris, let's speak French with an accent dandy,
Jacque la Doodle says Good-day, Good-night, Good-bye and
thank you.

While in Paris, let's speak French with an accent dandy,
Jacque la Doodle says Bonjour, Bonsoir, Au Revoir et merci.

ZHADA THE POODLE

Jacque la Doodle
Has a poodle
Zhada is his name.

Zhada, the poodle
Of Jacque la Doodle
Is fierce, or is he tame?

He barks at bones
and chews on stones.
He thinks they're both the same.

He's fierce with his treasure,
And yelps with his pleasure,
And buries his rocks in a game.

"What a dog," said La Doodle.
"He's a very strange poodle.
Mr. Zhada, a rather strange name!"

USING THE SOUND: The sound did not come into the English language until quite recently. It came from the French, and words like "camouflage" first became familiar after World War I. An approximation of the French pronunciation has been retained in many words such as "prestige" and "barrage." The spelling pronunciation rules do not follow a logical system.

Letters		Sounds	Words
/s/	sounds like	ʒ	in measure, leisure
/z/	sounds like	ʒ	in azure, glazier
/g/	sounds like	ʒ	in rouge, regime

In the following list of words containing the sound, many French words will be recognized which have become a part of our language.

beige
garage
mirage
prestige

corsage
negliges
regime
Roget

casual
pleasure
usual
vision

rouge
camouflage
jabot
genre

/ae/ as in "bad"

PRACTICE THESE WORDS:

sat
cat
absent
after
laugh
hat
action
angle
plaid
lack
active
pal
backs
bad
actor
fallow
cap
absence
actress
sad

NOW THESE SENTENCES:

1. Cats will lick a water leak.
2. My age puts me on edge.
3. He paid the debt on the right date.
4. You test a pie by its taste.
5. The horse backs and bucks when he sees a box.
6. The cat cut its foot on the cot.
7. It's just my luck to lack a block for the door.
8. Don't let yourself be late.
9. The captain met the mate on the bridge.
10. The beggar put his cap over his cup when he saw the cop.
11. He took off his hat in the hot hut.
12. In the actors absence, the director took this action.
13. Children are active, eager, and noisy.
14. The actor sat on the cushion and played with the baby.
15. He wore his hat at an angle.

TRY SOME SAMPLE DIALOGUES:

1. A fat cat sat on my dad's hat.
2. What did you do?
1. I laughed and laughed
2. What did your dad do?
1. He looked sad.

1. That actor is hard to shoot.
2. With a camera or a gun?
1. I mean a camera, of course.
2. Why is it so hard?
1. He wears his hat as a funny angle.

1. Mary had a new plaid cap.
2. Yes, I saw it from the back.
1. It doesn't look bad, does it?
2. No, I think it's a nice cap.

QUOTATIONS:

Alas for the rarity
Of Christmas charity.

Hood

The day is cold and dark and dreary;
It rains, and the wind is never weary.

Longfellow

/u/ /uw/

PRACTICE THESE PAIRS:

shooed	should	pool	pull
stewed	stood	fool	full
Luke	look	cooed	could
wooed	would	who'd	hood

PRONUNCIATION OF /u/ in words:

1. food
2. fool
3. choose
4. loose
5. fruit
6. tooth
7. soup
8. chew
9. true
10. glue
11. grew
12. flew
13. crew
14. too

PRONUNCIATION OF /u/ in phrases:

1. through the cool room
2. eating a lunch of soup and fruit at noon
3. canoeing in the cool moonlight
4. proved to be true
5. moved the troops too soon

PRONUNCIATION OF /u/ in sentences:

1. The two men on the deserted schooner were locked in the broom closet.
2. Whose ruby was found at the pool?
3. The group in the schoolroom was rude.
4. Who spilled glue in Lou's shoe?
5. The wind soon blew the loose papers through the window.

The sound of /n/

From: Hansen, H.P. and Pierce, L.H. Speak to Learn, Stockton Unified School, District, California

MAKING THE SOUND:

To make the sound of /n/, put the tongue up behind the upper front teeth and hum. The sound comes through the nasal passages and can be felt by placing the fingers lightly on the nose and the sound is made.

SOUND PICTURE
Warning

Make the Warning sound when the fog horns blow. (Vary the loudness and resonance to simulate the wail of the horns.)

FOG HORNS

Listen to the fog horns
Out across the bay
"N.
.
.
.
.
n"
One seems to call another
In a wailing sort of way.
"N.
.
.
.
.
n"
They call and call
All through the night
"N.
.
.
.
.
n"
What a lonely call
On a foggy night.
"N.
.
.
.
.
n"

/n/-Practice of--

PRACTICE WORDS:

one
men
open
Persian
wagon
million
sudden
rotten

new
moon
spoken
wanton
cannon
redden
wooden
noodle

bend
ninth
plowman
urchin
nuisance
button
mitten
handle

men
gone
running
ribbon
saffron
cotton
mutten
candle

PHRASES: (From: Gordon and Wong: A Manual for Speech Improvement, Prentice-Hall)

a certain turtle

a hidden button

some cotton and a needle

a written agreement

didn't see the candle

couldn't buy the cattle

SENTENCES:

The little kitten was hidden in the garden.

I didn't leave because of the sudden flu epidemic.

John wouldn't leave until he had seen the cattle in the field.

The sudden storm ruined the cotton field.

POEM: For practice of /n/

Miss Lucy Brown went to town
Dressed in her best Sunday gown.
She wanted to buy some needles and pine,
Also some bright shiny kitchen time.

The day was bright and sunny and fair,
But woe to the maid who had dressed
with such care;
A sudden rain came pouring down,
And thoroughly drenched Miss Lucy Brown

Jo Ann Konrad Lally

Practice of /n/

PRACTICE WORDS:

one
men
open
Persian
wagon
million
sudden
rotten

new
moon
spoken
wanton
cannon
redden
wooden
noodle

bend
ninth
plowman
urchin
nuisance
button
mitten
uncle

men
gone
running
ribbon
saffron
cotton
mutton
candle

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POEM: For practice of /n/

Miss Lucy Brown went to town
Dressed in her best Sunday gown.
She wanted to buy some needles and pine,
Also some bright shiny kitchen tins.

The day was bright and sunny and all,
But woe to the maid who had dressed with such care;
A sudden rain came pouring down,
And thoroughly drenched Miss Lucy Brown.

JoAnn Konrad Lally

THE SOUND OF /n /

PRACTICE WORDS:

one
[illegible]one
kilns
Persian
nuisance
heaven

new
wins
bronzed
wanton
saffron
garden

bend
sound
open
urchin
million
earthen

men
ninety
spoken
ribbon
heathen
ashen

noon
wonder
plowman
wagon
listen
vision

Ninah
never
running
cannon
frozen
soften

PRACTICE VERSES FOR /n/:

NICK THE NEEDLE

Nick the needle has a sharp, shining nose;
In and out and out and in he goes,
Weaving, bobbing, darning, sewing.
This is the way we mend our clothes.

WHAT A NOSE CAN DO

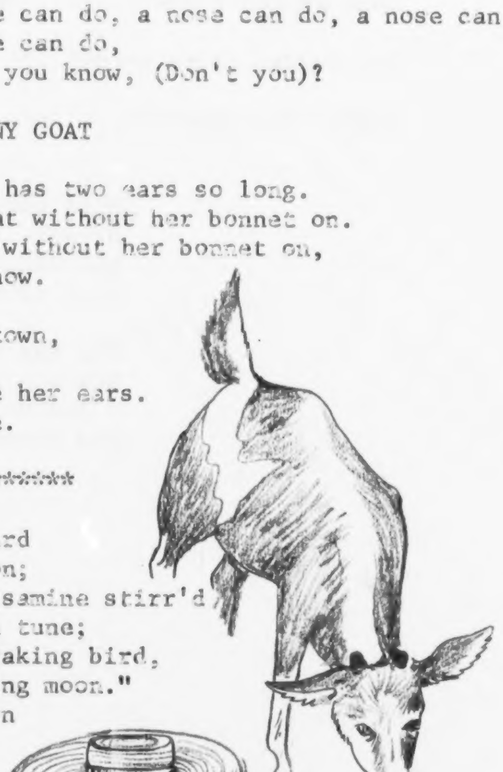
Now no one knows what a nose can do, a nose can do, a nose can do,
Now no one knows what a nose can do,
But I know, I know, I know (Do you)?
A naughty nose runs,
A naughty nose sniffs
A sneezy nose blows,
And a nice nose smells a rose.
Now everyone knows what a nose can do, a nose can do, a nose can do.
Now everyone knows what a nose can do,
You know, you know, you know, you know, (Don't you)?

NANNY THE NANNY GOAT

Oh, Nanny is a nanny goat who has two ears so long.
She never goes to town at night without her bonnet on.
Now if she never goes to town without her bonnet on,
Then no one there will ever know.
She has two ears so long;
But when that Nanny's not in town,
Her bonnet she won't wear.
She knows her friends all like her ears.
She knows that they don't care.

****

"All night we've the roses heard
    The flute, violin, bassoon;
All night has the casement jessamine stirr'd
    To the dancers dancing in tune;
Till a silence fell with the waking bird,
    And a hush with the setting moon."
                Tennyson



Pat, pat, pat, pat--
I am the vowel in pat.
I laugh, I clap, I dance, I clang,
I scram, because I'm even in slang.

Pet, pet, pet, pet--
I am the vowel in pet.
You'll find me in penny and tell
And ever present in words like bell.

Pit, pit, pit, pit--
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Look, look, look, look--
I am the vowel in look.
You could, if you would, find me in pull;
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock--
I am the vowel in lock.
I'm in body, in hop; I'm in bob, I'm in spot;
I should be in lobby, but often I'm not.

Luck, luck, luck, luck--
I'm the vowel in luck.
I'm in crush, and in puff, I'm in but, and in rough;
I'm in love, cup and dove; and that is enough.

Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.

Fat Ed is not up.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT: Lee will let fair Ann pass.

MID: Blurring the sun.

BACK: Who could obey all honest fathers?

VOWEL SOUNDS _ LONG VOWELS

PRACTICE WORDS:

A

mate
hate
sate
space
lake
make
cape
rate
ration
sage
age
spa
rage
mace
page
nation
parade
invade

E

bee
Easter
feel
me
leave
deed
peace
redeem
spree
demon
seeks
queen
meeting
teetering
ceaseless
dreaming
leaflet
believe

I

aye
type
by
die
spice
isle
resign
high
write
rhyme
ratify
spite
buy
design
mine
delight
dine
sign

O

owe
oak
know
slow
beau
so
toe
no
sew
dough
boat
road
yeoman
home
dome
Rome
alone
gnome

U

use
Buttle
muse
huge
fuse
cupid
dilute
music
salute
commute
stupid
ruse
pure
mural
accurate
cure
demure
insurance

PRACTICE:

"Oh, say can you see by the dawn's early light?"

DIPTHONG CONTRASTS

SPECIMEN WORDS FOR DIPTHONGS:

e˕ʏ

A
neigh
ale
eight
guage
straight
ate
steak
rein
whey
paid
matinee
parquet
neigh

aʏ

I
ay
aye
type
by
buy
bye
die
spice
isle
aisle
resign
high
write
rhyme
retify

ɔʏ

oil
choice
royal
buoy
ahoy
destroy
voila

o˕ʊ̆

owe
oak
know
no
slow
beau
so
foe
dough
boat
road
yeoman
hautboy
apropos
home

aʊ̆

howl
bow
bough
hound
doubt
arouse
mouse

ɪə̆

ear
sneer
sheer
shear
hear
here
dear
deer
career
queer
pier
appear

ɛə̆

air
ere
o're
bear
bare
prayer
their
there
pair
pare
pear

ʊə̆

cure
Europe
detour
fury
poor
allure
furor
purely

ɔə̆

or
oar
ore
soar
shore
more
boar
store

CONDITIONAL SENTENCES

FILL EACH BLANK WITH THE CORRECT FORM OF THE VERB IN PARENTHESIS.
EXAMPLE: (to talk) If English-speaking people talked more slowly, we could understand them better.

1. (to speak) If we ________ English perfectly, we would not be in this class.
2. (to know) If children ________ as much as their teachers, they would not be in school.
3. (to brush) If every child ________ his teeth every day, dentists would not be very busy.
4. (to drink) If your little brother ________ more milk, he probably would be healthier.
5. (to pay) If nobody ________ taxes, governments would not have enough money.
6. (to drive) If everyone ________ his car more carefully, there would be fewer accidents.
7. (to spend) If every country ________ more money on education, the world would be a better place to live.
8. (to be) If I ________ you, I certainly wouldn't write that letter.
9. (to have) If I ________ $5,000, I could travel around the world.
10. (to be) If all of the people in the world ________ perfect, we wouldn't need policemen.

EXAMPLE: (to study) If Tom had studied more last week, he would have passed.

1. (to go) If you ________ to that party last Saturday, you would have enjoyed it.
2. (to see) If Sally ________ you there, she would have spoken to you.
3. (to look) If you ________ under your desk yesterday, you would have found your pen there.
4. (to hear) If the teacher ________ your question, he would have answered it.
5. (to ask) If you ________ me that question, I would have been glad to answer it.
6. (to tell) If Tom ________ me that he needed money, I would have given him some.
7. (to put) If you ________ an airmail stamp on that letter, it would have gone faster.
8. (to listen) If they ________ to me, they wouldn't have made that mistake.
9. (to visit) If you ________ the United States one hundred years ago; you would have found life very different there.
10. (to be) If there ________ any important news in that letter, I wouldn't have thrown it away.

CONDITIONAL SENTENCES

1. If John studied harder, he_____(pass) his test easily.__________________
2. If I know how to play the piano, I_____(play) every night.______________
3. If I didn't have to work today, I_____(go) swimming.___________________
4. If John had more practice in conversation, he_____(speak) English.______
5. If he knew how to drive, he_____(have) fewer accidents.________________
6. If I liked languages better, I_____(study)French as well as English.____
7. If John had the time, he_____(go) with us to Mexico.___________________
8. If she spent more time on her homework, she_____(get) better grades.____
9. If we studied together, we_____(make) more progress.___________________
10. If I had an automobile, I_____(take) a trip to Miami.__________________
11. If it didn't cost too much, I_____(go) by plane to Paris._______________
12. If I didn't live so far away, I_____(walk) to school every day.________
13. If I had the money, I_____(buy) some new clothes.______________________
14. If I knew her better, I_____(ask) her to go with us.___________________
15. If I had the money, I_____(give)it to you gladly.______________________
16. If I had a good book to read, I_____(stay) at home tonight.____________
17. If we left right away, we_____(be) there by 2:00.______________________
18. If I took the noon train, at what time_____I (get) there?______________
19. If I_____(be) in your position, I would not go with him._______________
20. If today_____(be) Saturday, I would not have to work.__________________
21. If the weather_____(be) warmer, we could go shopping.__________________
22. If he_____(be) a friend of mine, I would ask him about it._____________
23. If I were you, I_____(explain) everything to him.______________________
24. If today were a holiday, we_____(   ) to Ogden and shop._____________
25. If I were not so busy I_____(go) with you.______________________________
26. If you were a millionaire, how_____you (spend) your money?_____________
27. If she were my wife, I_____(tell) her a thing or two.__________________

SHORT ANSWERS

GIVE SHORT, TRUE ANSWERS TO THESE QUESTIONS. WHEREVER POSSIBLE, USE PRONOUNS AS SUBJECTS, AND AUXILIARY VERBS AS PREDICATES.

I. EXAMPLE: Is February the first month in the year? No, it isn't.

1. Is Wednesday between Tuesday and Thursday?

2. Is two-thirty between one o'clock and two o'clock?

3. Is the united States north of Canada?

4. Are there many people in New York City?

5. Are there dresses for men?

6. Does a car cost more than a bicycle?

7. Do most children like candy?

8. Do girls usually play football?

9. Do you know 10,000 English words?

10. Did Henry Ford make Chevrolets?

II. EXAMPLE: Which day comes after Monday? Tuesday does.

1. Which month comes before September?

2. Which month sometimes has twenty-eight days in it?

3. How many days are there in a week?

4. What are the small round things on a man's shirt?

5. What are bottles made of?

6. Do people or animals live in zoos?

7. Do old people usually go to school?

8. Does meat cost more than rice?

9. How many people are there in an empty room?

10. Should small people drink coffee or milk?

QUESTION FORM - REGENTS I - P. 35

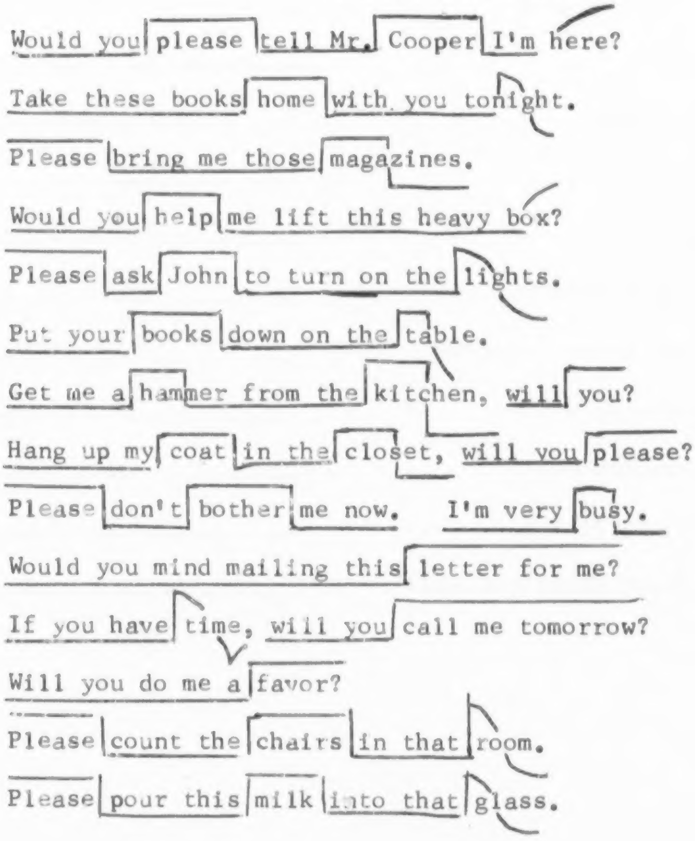
CHANGE to question form. Use blank spaces to write in the auxiliary verb followed by the subject of the sentence. Include the main verb.

1. She can speak French well. (Can she speak)
2. He should wait on that corner. ____________
3. You may smoke here. ____________
4. I can meet you at two o'clock. ____________
5. He must go out of town. ____________
6. She should tell Helen about it. ____________
7. She can go with us tonight. ____________
8. He may wait in Mr. Smith's office. ____________
9. We must explain it to him. ____________
10. You may wait in his office. ____________
11. They may sit here. ____________
12. You should stay at home. ____________
13. He can meet us for dinner. ____________
14. He can swim very well. ____________
15. You must write him a letter. ____________
16. She can attend the class tomorrow. ____________
17. He can play the voilin well. ____________
18. They can speak Spanish well. ____________
19. I can understand everything he says. ____________
20. She can do all these exercises well. ____________

PRACTICE:

1. Would you please tell Mr. Cooper that I'm here?
2. Take these books home with you tonight.
3. Please bring me those magazines.
4. Would you help me lift this heavy box?
5. Please ask John to turn on the lights.
6. Put your books down on the table.
7. Get me a hammer from the kitchen, will you?
8. Hang up my coat in the closet, will you please?
9. Please don't bother me now. I'm very busy.
10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
12. Please pick up those cups and saucers.
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

INTONATION PRACTICE



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10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

THE MODERN HIAWATHA

He killed the noble Mudjekewis.
Of the skins he made him mittens.
Made them with the fur-side inside.
Made them with the skin-side outside.
He, to get the warm skin inside
Put the inside skin-side outside;
He, to get the cold side outside,
Put the warm side fur-side inside.
That's why he put the fur-side inside,
Why he put the skin-side outside,
Why he turned them inside outside.

"NO, SIR"

"Good evening, pretty maiden, with your eyes of heaven's blue,
May I step within your garden gate and spend the time with you?"
"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"The night is very lovely and the hour is not late,
May I look into your deep blue eyes, across this garden gate?"
"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"Tell me one thing, tell me truly, tell me why you scorn me so;
Tell me why, when asked a question, you must always answer no."
"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"My father was a Spanish merchant, and before he went to sea,
He told me I must answer NO to everything you said to me."
"No sir; no, sir; no sir; NO.
No sir; no, sir; no sir; NO."

"Well, when walking through your garden, plucking flowers wet with dew,
Tell me, would you be offended if I walk and talk with you?"
"No, sir; no, sir; no, sir; NO.
No, sir; no, sir; no, sir; NO."

"If when walking in your garden, I should ask you to be mine,
And should tell you that I love you, would you then my heart decline?"

"No, sir; no, sir; no, sir; NO.

No, sir; no, sir; no, sir; NO.

No , sir; no, sir; no, sir; NO.

Old English Ballad

MIDTERM TEST

Name________________________________ Date______________________________

Write the past tense to the following verbs:

1. go
2. need
3. teach
4. tell
5. think
6. shake
7. study
8. hear
9. live
10. lose

Indicate whether the following words end in /s/ /z/ /iz/

1. pages
2. beds
3. classes
4. sticks
5. seats
6. eyes
7. plays
8. tries
9. pass
10. cousin
11. goes
12. his
13. movies
14. eats
15. peas

Indicate the final sound: /t/ /d/ /id/

1. pulled
2. washed
3. showed
4. liked
5. excused
6. boiled
7. dropped
8. killed
9. turned
10. wished
11. used
12. landed
13. herded
14. filled
15. smoked

Contractions: Write the contraction in the blanks

1. I am very busy today. __________________
2. Helen is going to the movies with us. ____________________
3. He will be back tonight. __________________
4. He did not speak English well. ____________________
5. They are not going to the dance tonight. ____________________

Write the plurals to the following nouns:

1. tomato
2. dish
3. city
4. leaf
5. child
6. tooth
7. church
8. foot
9. mouse
10. woman

Change the following sentence to the past tense form.
When I go to lunch, I plan to have a bowl of hot soup.

____.

MIDTERM TEST

Indicate whether the following words end in /s/ /z/ /iz/

1. pages
2. wishes
3. hopes
4. friends
5. shoes
6. churches
7. flies
8. beds
9. classes
10. sticks
11. news
12. rose
13. tennis
14. cats
15. plays
16. tries
17. is
18. seats
19. eyes
20. knows

In the blanks write the preposition needed to complete the meaning of the sentence.

1. The man bought a ticket ______________Ogden last night.
2. Hitler wished to drive the Jewish people__________________Germany.
3. England declared war on Germany after the attack_____________Poland.
4. He threw a stone and hit me________________the eye.
5. They laughed______________________the story which I told.

Irregular verbs: Write the past tense and past participle of the following verbs:

1. begin
2. drink
3. ring
4. swim
5. shrink
6. sing
7. zink
8. spring
9. become
10. arise
11. choose
12. bring
13. cost
14. deal
15. come
16. fling
17. dig
18. bite
19. blow
20. burst

Tag Endings: Finish the sentence with the necessary tag endings.

1. John left for Chicago last night,_____________?
2. He has been your teacher for a long time,_____________?
3. Helen can help us,______________?
4. There are many students absent today,______________?
5. You wrote those letters,_____________?

Adjectives: Write the comparative degree to the following adjectives:

1. big
2. large
3. cold
4. intelligent
5. interesting
6. early
7. wide
8. busy
9. beauti
10. sweet

Indicate the final sound: /t/ /d/ /id/

wished picked jumped tried handed

WINTER'S ON THE WAY:

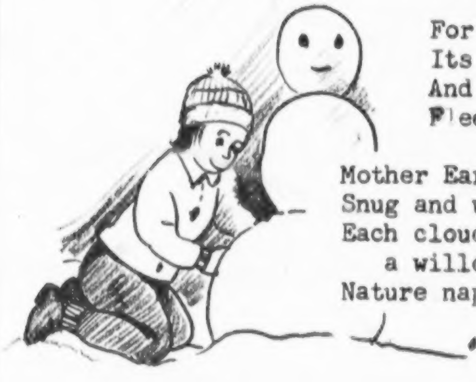
There's a blustery wild north wind
And a cold and grey-bright sky,
Snowmen stand straight beside each gate,
There's a pale, pale moon on high.

Who has seen the artist
Who frost paints window panes?
Whose marshmallow whirl makes
white clouds swirl,
Snow crystals fall, not rain?

There's a pumpkin in the cellar,
There's a barrel of apples hiding.
A buttery drizzle makes our popcorn sizzle,
After sledding, skating, sliding!

Who paints our pale cheeks rosy,
Nips with cold our fingers....toes?
Who turns the trees to skeleton's knees,
Leaves the branch, but steals the rose?

Time to pack away our swim suits,
Time to wear our scarves and mittens.
A fur-lined shoe will feel good, too...
Furry wraps keep us warm as kittens!



For winter is on the way,
Its chill will hasten spring,
And shorter grow the days that go
Fleet as snowbirds on the wing.

Mother Earth beds down her seedlings,
Snug and warm 'neath blankets of white;
Each cloud a pillow, icy sheets 'neath
a willow....
Nature naps through the winter night!

Ree Reany

FALLING SNOW

The snow is beginning to fall at last,
Falling on our window glass,
A little dot, a little splash,
Coming down so very fast.

Oh, snow so fluffy and white,
On the roof tops pretty and bright
Falling night and day,
We hope that you can stay.

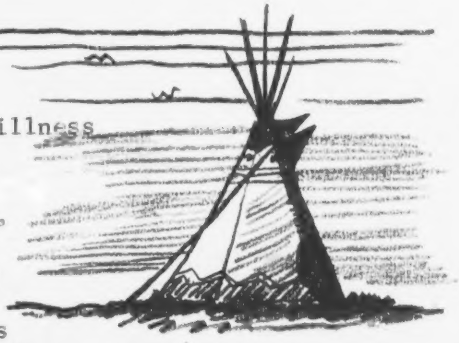
Oh, little flakes of snow,
The winds will soon come
and blow,
They may blow you north, south,
east or west,
They will separate you from
the rest.

Oh, little flakes or snow,
Where will you go?
We will never know,
Oh, little flakes of snow.

Rodney Merrill

NOTE: This poem was written by Tommy Smith, a Navajo student at the Institute of American Indian Arts, Santa Fe, New Mexico. All of us cannot be poets or writers but we can experiment and discover our talents. This poem is being given to you to show that IT CAN BE DONE'

In your spare time, try and see if you can write a poem---one that rhymes or one like this poem Tommy wrote. Who knows? Perhaps YOUR poem will be published in a magazine or newsletter. Good luck!



DAWN

Birds pierce the stillness
    of early dawn,
Crickets chirp to
    new-coming day,

Pots and pans begin
    their clatter
Fires smoulder, hiss
    and spark to life.

Dew, spread over grass by night,
    now trickles into thirsty soil
Teepee shadows, long and narrow,
    paint peace sings
        in striped patterns
On the ground.

The eyes of the camp turn toward
    The warrior of the sky.
Each day He rises
    with morning sounds
and stretches out his arms
    to protect his people
        and their crops
with his almighty caring.

Tommy Smith

WASHINGTON

What can we say of Washington?
That he was great and gracious
A gallant and a hardy soul,
Spirited, sagacious.

What can we say of Washington,
Gentleman and farmer?
That he loved his land and loved his God,
And honor was his armor.

Soldier, statesman, champion, friend
Of freedom, right, and justice,
He won a war and the presidency
And he married Martha Custis.

What can we say of Washington?
That in victory's shining hour
The people clamored to make him king,
But he craved no fame or power.

He doffed his sword, his robes of state
(But never his spotless armor),
And he packed his bags, Mt. Vernon bound,
A gentlemen and farmer.
Ethel Jacobson

GEORGE WASHINGTON

W ashington, so staunch and brave,
A s a leader always gave:
S self without a thought of cost;
H ope when freedom's cause seemed lost.
I dolized by soldiers, friends he
N ever worked for his own ends.
G allant leader, man of God,
T ireless tiller of the sod, he
O beyed duty, country's call---
N ow he is revered by all.
Don Marshall

George Washington, George Washington,
A soldier true and great;
He fought to make our country free,
His birth we celebrate.

George Washington, the father of our country,
A brave and very honest man was he,
It's said he told the truth when people asked him
If he cut down his father's cherry tree.

He led his men when they went into battle,
And kept their spirits up when they were sad,
His love for liberty and freedom made him
Among the strongest presidents we've had.

LINCOLN SPOKE

He sat on a log at noontime.
He heard the sound of a bird.
His thoughts took form within him.
He spoke
And a forest heard.

He stood in the halls of justice
That the cause of right might be served.
He reasoned with homespun humor.
He spoke
And his neighbors heard.

From the pinnacle of high office
Appearing uncouth and absurd,
He bitterly fought injustice
He spoke
And a nation heard.

He rose on a field of battle
To say a few solemn words.
His great heart torn within him,
He spoke
And mankind heard.
Hazel M. Thomson

LINCOLN, MARTYRED PRESIDENT

Lincoln was a lonely soul,
As the great are apt to be.
But his heart was stout as a hickory pole
And his faith as deep as the sea.

Lincoln was a troubled soul,
For the times were torn with strife
Yet to keep our precious Union whole
Was the great goal of his life.

Lincoln was a merry man,
For he well knew laughter's part--
A welcome, healing balm that can
Relieve the burdened heart.

For Lincoln was a tragic man
Who knew hate's ugly force,
While he strove prayerfully to plan
The nation's rightful course.

That nation stands intact today,
So well he held the reins--
Lincoln, who settled a bloody fray,
And he was martyred for his pains.
Ethel Jacobson

ABRAHAM LINCOLN

Lila Vanden Berg

Light Voices: Lincoln a boy--
Solo: An ordinary boy--
All: He lived in a poor home.
Solo: A motherless boy,
All: He loved his new mother well.
Solo: A hardworking boy,
All: He was a champion rail-splitter.
Solo: An unschooled boy.
All: He borrowed books to read.

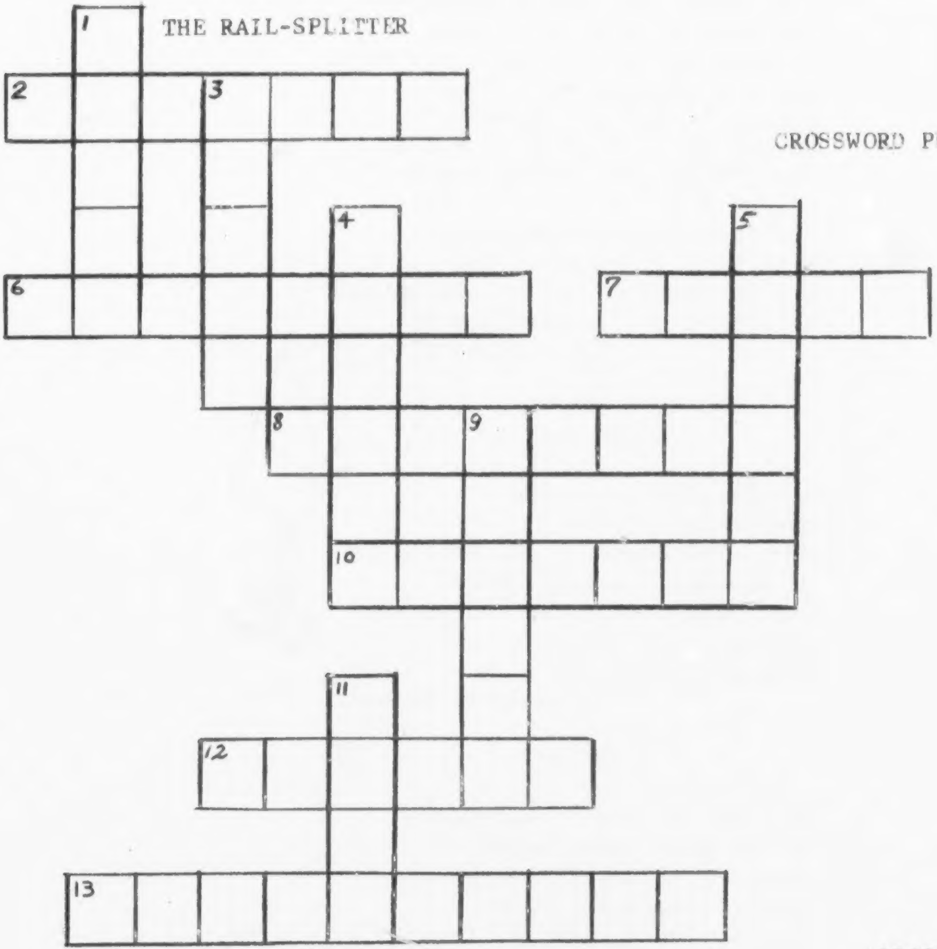
Light Voices: Lincoln a man--
Solo: A kind man--
All: He would help everyone in need,
Solo: An honest man,
All: He repaid when he overcharged.
Solo: A self-educated man,
All: He trained himself for law.
Solo: A humorous man,
All: He told jokes on himself.
Solo: A gentleman,
All: He would go out of his way to do good.

Heavy Voices: Lincoln a statesman--
Solo: A true statesman
All: He loved his nation dearly.
Solo: A wise statesman,
All: He guided it through war.
Solo: A sincere statesman,
All: He sought freedom for all.
Solo: A forgiving statesman,
All: He was charitable to the defeated enemy.
Solo: A martyred statesman,
All: He had served his country well.

All: Lincoln
Light: The boy,
Medium: The man,
Heavy: The statesman,
All: Understood by few,
Loved my many,
Honored by all!

THE RAIL-SPLITTER

CROSSWORD PUZZLE



DOWN

1. He was the______War President.
3. Log house in which he was born.
4. His nickname was_______Abe.
5. His line of work.
9. His birthday is February_______.
11. His wife's first name.

ACROSS

2. Sixteenth President.
6. While a young man he lived in ____________.
7. A little girl thought he should grow one.
8. His native state.
10. Building in which he was shot.
12. He freed them.
13. Site of his most famous speech.

VALENTINE LOVE

I'll write you each a valentine
And send them on their way.
Because each one I make, you see,
Has something sweet to say.
I put, "I love you dearly,"
On the one that goes to Mother.
And, "From your loving sister,"
On the one I give to Brother.
And Father gets a pretty one,
With lots of words of love,
And my teachers and my playmates,
All the ones I'm thinking of.
Enola Chamberlin

A VALENTINE

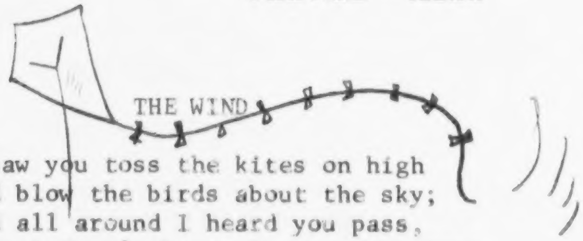
A valentine's a token,
More than it shows;
More than doves on silver wings,
Or flowers, or satin bows;
More than color--red and white.
Or gold, and blue.
From me to you.
Solveig P. Russell

TO YOU

King Winter made a Valentine
To set your heart aglow--
A pretty thing of frosty lace
With crystals in a row.
Then Spring slipped in through icy trees,
Though chilled from head to toe,
And left her special Valentine--
A crocus in the snow.

VALENTINES . . .

An armful of valentines,
A lapful of valentines
With rosebuds and ribbons
And little pink hearts;
A bushelful of valentines,
A barrowful of valentines
With lace paper scallops
And shiny gold darts. . . .
For family and friends,
For classmates by dozens,
For teacher, the paper boy
And all my aunts and cousins,
And one for the postman
Who puts them in his sack
To take to all the houses . . .
And bring me others back!
Ethel Jacobson

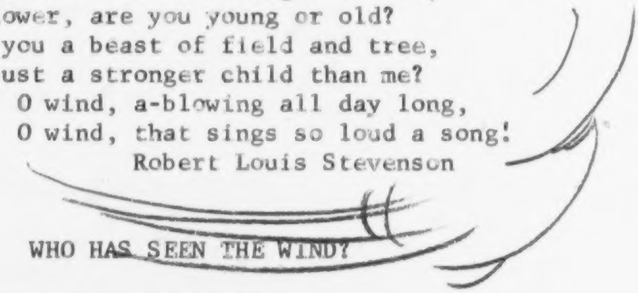


THE WIND

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like Ladies' skirts across the grass,
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you hid.
I felt you push, I heard you call,
I could not see yourself at all--
O wind, a blowing all day long
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!
Robert Louis Stevenson



WHO HAS SEEN THE WIND?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing by.

Who has seen the wind?
Neither you nor I:
But when the trees
Bow down their heads,
The wind is passing by.
Christian Rossetti

WIND CAPERS

The wind is out with a leap and a twirl,
Prancing, prancing,
The aspen tree is like a girl,
Dancing, dancing.
The maple tree upon the hill,
She cannot keep her ruffles still.
The swallows blow along the sky,
Glancing, glancing,
O wind, O wind, you tricky elf,
Behave yourself!
Nancy Byrd Turner

APRIL MUSIC

I'd like to spend April
Sitting on a hill
With a mushroom for a parasol
And violets for a frill.

And the wind for a violin
To play spring tunes,
And the blossoms in the treetops
For gay balloons,

I'd like to spend April
Sitting on a mound.
Watching for the flowers to pop
Out of the ground.

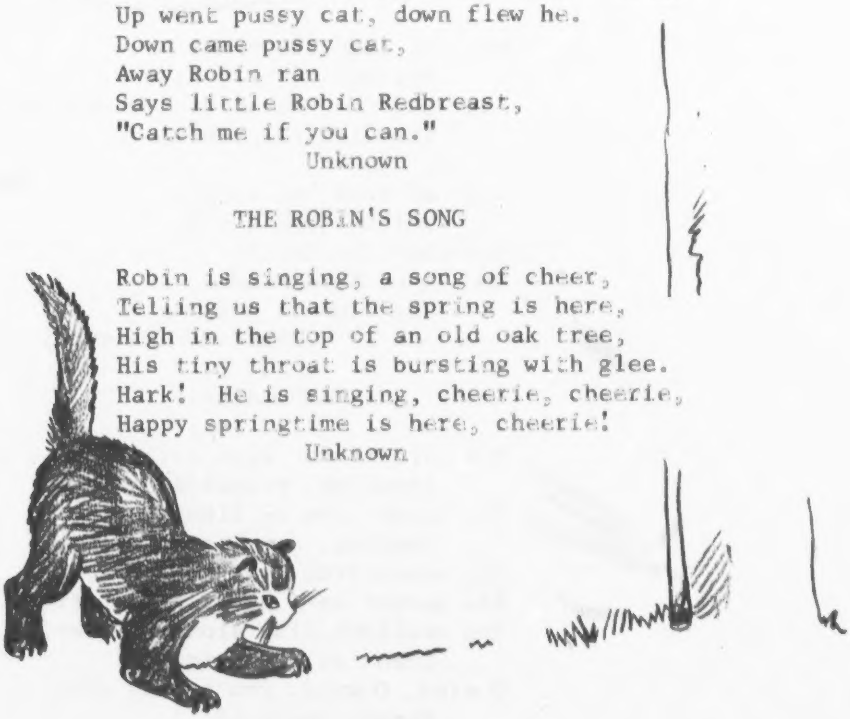
With their green silk stockings
And their new spring clothes,
Trying to look taller
By dancing on their toes!
Aileen Fisher

LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat,
Away Robin ran
Says little Robin Redbreast,
"Catch me if you can."
Unknown

THE ROBIN'S SONG

Robin is singing, a song of cheer,
Telling us that the spring is here,
High in the top of an old oak tree,
His tiny throat is bursting with glee.
Hark! He is singing, cheerie, cheerie,
Happy springtime is here, cheerie!
Unknown



WHICH LANGUAGE IS BEST?

Language makes possible the exchange of ideas between peoples. It also makes possible the passing of thoughts from a father to his son. Although many people would like to know how language first began, it is not clear exactly where or how this happened. However, we do know a good deal about early and modern languages. There are probably about 3,000 languages in the world today. Some are kept in books for classes like yourselves to study.

Learning means hard work. You must develop patience with steady practice. It is difficult when people find that the new language is so different from their own. After all, you have been speaking your own language since before you can remember. A person's own language plays a very strong part in his young life. His family, his friends, even complete strangers used that language. It is easy to understand why anybody would think that his language is better. You would say, "My own language is the most beautiful and the best of all."

The very first thing that we must learn when we begin to work a new language is that every language is the best one for the people who use it.

QUOTATIONS FROM AMERICAN INDIAN CHIEFS:

"Long ago, the Great Mystery caused this land to be and made the Indians to live in this land. Well has the Indian fulfilled all the intent of the Great Mystery for him . . . . .
Once, only Indians lived in this land. Then came strangers from across the great water. No land had they; we gave them our land. No food had they; we gave them our corn. The strangers are become many and they fill all the country. They dig gold - - from my mountains; they rear cities - - of my stones and rocks; they make fine garments - - from the hides and wool of animals that eat my grass. None of these things that make their riches did they bring with them from beyond the great water; all comes from my land, the land the Great Mystery gave to the Indians.

And when I think of this, I know that it is right even so. In the heart of the Great Mystery, it was meant that stranger - visitors - - my friends across the great waters - - should come to my land; that I should bid them welcome; that all men should sit down with me and eat together of my corn. It was meant by the Great Mystery that the Indian should give to all people.

But the white man has never known the Indian. It is thus:

there are two roads, the white man's road and the Indian's road. Neither traveler knows the road of the other.

A little while, and the old Indians will no longer be and the young will be even as white men. When I think, I know that is in the mind of the Great Mystery that white men and Indians who fought together should now be one people.

There are birds of many colors - - red, blue, green, yellow - - yet all one bird.

There are horses of many colors - - brown, black, yellow, white - - yet all one horse.

So cattle - - so all living things - - animals, flowers, trees.

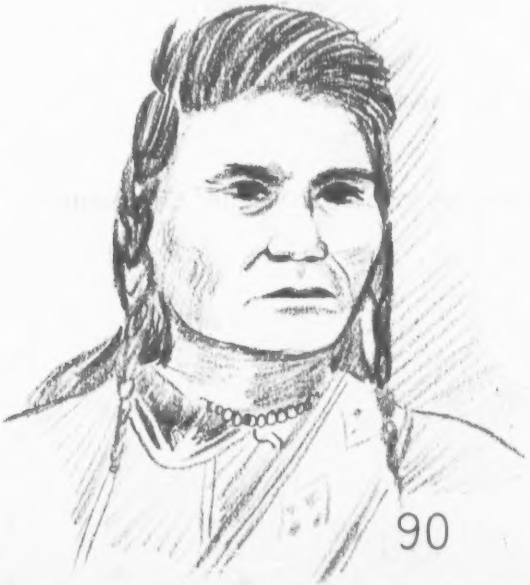
So men; in this land where once were only Indians, are now men of every color - - white, black, yellow, red - - yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right thus.

And everywhere there should be peace."

- - Hiamovi, A chief of the Cheyennes

Surrender Speech - - Chief Joseph, Nez Perce
to Major General O. O. Howard, Bear Paw Mountains, Montana
October 5, 1877

"Tell General Howard I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Too-hul-hul-sote is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young man is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are - - perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever."



SAY SOMETHING FUNNY

TONGUE TWISTERS

A skunk sat on a stump.
The stump thunk the skunk stunk.
The skunk thunk the stump stunk.

Cross crossings cautiously.

Six snakes, slipping and sliding.

The sun shines on the shop signs.

She sells seashells by the seashore.

Peter piper picked a peck of pickled peppers.
Did Peter Piper pick a peck of pickled peppers?
If Peter Piper picked a peck of pickled peppers, where's
  the peck of pickled peppers Peter Piper picked?

Sheep shouldn't sleep in a shack.
Sheep should sleep in a shed.

The crow flew over the river with a lump of raw liver in his mouth.

RHYMES

He went out one lovely night
To call upon a miss,
and when he reached her residence,
this.
like
stairs
up
ran
He
Her father met him at the door,
He didn't see the miss
He'll not go there again, though, for
He

went

down

stairs

like

this.

Limericks

Said a girl from Many Farms Lake,
"I made the most stupid mistake.
My car's in the hall,
It went right through the wall,
When I mixed up the gas and the brake."

There was a young man from Naschiti
Who saw a skunk and thought it was a kitty.
To make sure of that
He gave it a pat
They buried his clothes - - - what a pity!

There was a young fellow named Hall
Who fell in a spring in the fall.
'Twould have been a sad thing
If he'd died in the spring
But he didn't - - he died in the fall.

There was a young lady of Crete
Who was exceedingly neat.
When she got out of bed,
She stood on her head
To make sure of not soiling her feet.

There was an old person of Leads,
And simple indeed were his needs.
Said he, "To save toil
Growing things in the soil,
I'll just eat the packet of seeds."

Rhymes

I often pause and wonder
At fate's peculiar ways,
For nearly all our famous men
Were born on holidays.

Women's faults are many,
Men have only two:
Everything they say,
and everything they do.

At railroad crossings,
Here's how to figger:
In case of a tie,
The engine's bigger.

He ate a hot dog sandwich
And rolled his eyes above.
He ate half-a-dozen more,
And died of puppy love.

I eat my peas with honey,
I have done it all my life;
They do taste kind of funny,
But it keeps them on the knife.

"I guess it must be time to go,"
At last remarked the bore;
"A wonderful guess," she answered.
"Why didn't you guess before?"

"I love the ground you walk on."
This was the tale he told.
For they lived up by the Klondike
And the ground was full of gold!

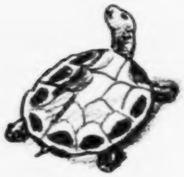
Don't worry if your job is small,
and your rewards are few;
Remember that the mighty oak
Was once a nut like you.

I sneezed a sneeze into the air,
It fell to earth I know not where;
Hard and cold were the looks of those
In whose vicinity I snoze.

Short Poems

(1)

The Little Turtle



There was a little turtle.
Who lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he did't catch me.

(2)

Who has Seen the Wind?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling
The wind is passing through.

Who has seen the wind?
Neither You nor I;
But when the trees bow down their heads
The wind is passing by.

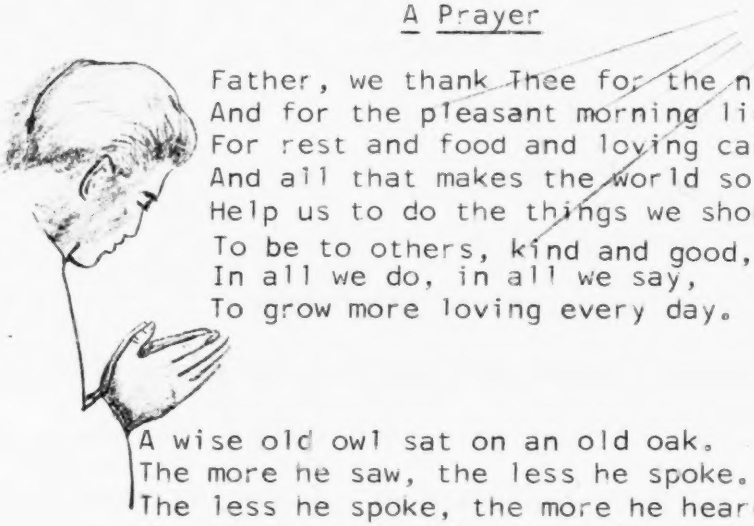
(3)

Firefly, firefly,
Carrying a light
Where did you come from,
Traveling at night?

Firefly, firefly,
Where di you buy
Your tiny lantern
In the wide sky?

Firefly, firefly,
Did you come far,
Bringing your light
From a high, bright star?

A Prayer



Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the world so fair.
Help us to do the things we should
To be to others, kind and good,
In all we do, in all we say,
To grow more loving every day.

A wise old owl sat on an old oak.
The more he saw, the less he spoke.
The less he spoke, the more he heard.
Why can't we be like that wise old bird?

Mice

I think mice
Are rather nice.

Their tails are long,
Their faces small,
They haven't any
Chins at all.
Their ears are pink,
Their teeth are white
They run about
The house at night.
They nibble things
They shouldn't touch
And no one seems
To like them much.

But I think mice
Are rather nice.

OUR AMERICA

Speaking through Reading

Liberty or Death!

Patrick Henry

March 23, 1775

.....It is in vain, sir, to extenuate the matter.*
Gentlemen may cry, Peace, Peace--but there is no peace--The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethern are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweat, as to be purchased at the price of chains and slavery? Forbid it, almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

With Malice Toward None

Abraham Lincoln

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan--to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

---

*extenuate the matter, try to make the situation seem less serious than it is.

GETTYSBURG ADDRESS

Abraham Lincoln

November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - - that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

DECLARATION OF INDEPENDENCE

July 4, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

AMERICA, THE BEAUTIFUL

Katherine Lee Bates

(1859 - 1929)

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

O beautiful for pilgrim feet
Whose stern impassion'd stress
A thoroughfare of freedom beat
Across the wilderness.
America! America!
God mend thine ev'ry flaw,
Confirm thy soul in self control,
Thy liberty in law.

O beautiful for heros prov'd
In liberating strife,
Who more than self their country loved,
And mercy more than life.
America! America!
May God thy gold refine
Till all success be nobleness,
And every gain divine.

O beautiful for patriot dream
That sees beyond the years;
Thine alabaster cities gleam
Undimmed by human tears.
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea.

I BELIEVE

Senator Robert A. Taft

(1889 - 1954)

(I believe that) we should battle the principles of communism and socialism and convince the world that its true happiness lies in the establishment of a system of liberty; that communism and socialism are the very antithesis of liberalism, and that only a nation conceived in liberty can hope to bring real happiness to its people or the world.

PREAMBLE TO THE CONSTITUTION OF THE UNITED STATES

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

THE SHIP OF STATE

Henry W. Lonfellow

Sail on, sail on, O ship of State!
  Sail on, O Union, strong and great!
Humanity with all its fears,
  With all the hopes of future years,
Is hanging breathless on thy fate!

In spite of rock and tempest roar,
  In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
  Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
  Our faith triumphant o'er our fears,
Are all with thee, are all with thee!

OUR WAY OF LIFE

Wendell L. Wilkie

(1892 - 1944)

Our way of living together in America is a strong but delicate fabric. It is made up of many threads. It has been woven over many centuries by the patience and sacrifice of countless liberty-loving men and women. It serves as a cloak for the protection of poor and rich, of black and white, of Jew and Gentile, of foreign and native-born.

Let us not tear it asunder. For no man knows, once it is destroyed, where or when man will find its protective warmth again.

INAUGURAL ADDRESS

John F. Kennedy

January 20, 1961

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility - - I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it - - and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you - - ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessings and His help, but knowing that here on earth God's work must truly be our own.

TYPICAL AMERICAN

Nicholas Murray Butler

(1862 - 1947)

The typical American is he who, whether rich or poor, whether dwelling in the North, South, East or West, whether scholar, professional man, merchant, manufacturer, farmer, or skilled worker for wages, lives the life of a good citizen and a good neighbor; who believes loyally and with all his heart in his country's institutions, and in the underlying principles on which these institutions are built; who directs both his private and his public life by sound principles; who cherishes high ideals; and who aims to train his children for a useful life and for their country's service.

A GOVERNMENT OF THE PEOPLE

John Marshall (1819)

The government of the Union, then, is emphatically and truly a government of the people. In form and in substance it emanates from them. Its powers are granted by them, and are to be exercised directly on them and for their benifit.

LANDING OF THE PILGRIM FATHERS

Felician Hemans
(1793 - 1835)

The breaking waves dashed high
On the stern and rock-bound coast,
And the woods, against the story sky,
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o'er,
When a band of exiles moored their bark
On the wild New England shore.

Not as the conqueror comes,
They, the true-hearted, came:
Not with the roll of the stirring drums,
and the trumpet that sings of fame;

Not as the flying come,
In silence and in fear --
They shook the depths of the desert's gloom
With their hymns of lofty cheer.

Amidst the storm they sang,
and the stars heard, and the sea;
And the sounding aisles of the dim woods rang
To the anthem of the free.

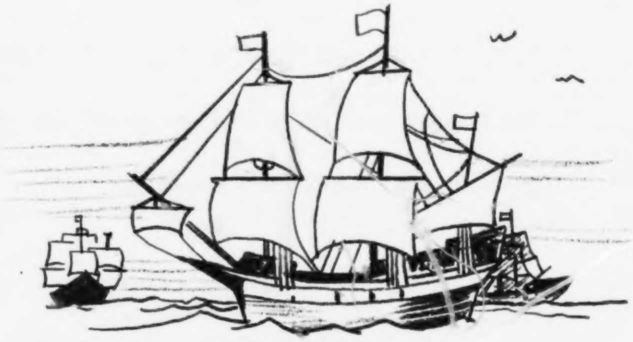
The ocean-eagle soared
From his nest by the white wave's foam,
And the rocking pines of the forest roared.
This was their welcome home.

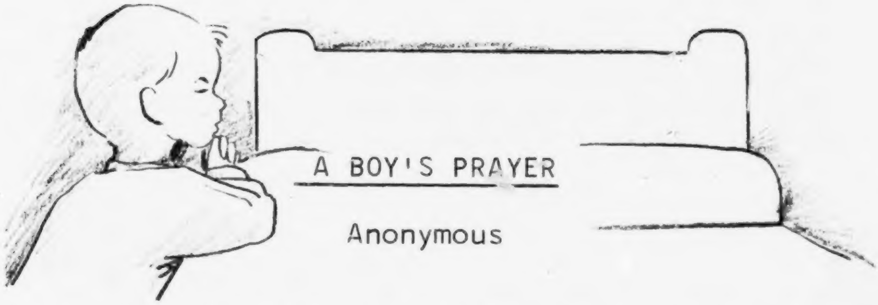
There were men with hoary hair
Amidst the pilgrim band,
Why have they come to wither there,
Away from thier childhood's land?

There was woman's fearless eye,
Lit by her deep love's truth;
There was manhood's brow, serenly high,
And the fiery heart of youth.

What sought they thus afar?
Bright jewels of the mine?
The wealth of seas, the spoils of war?
They sought the faith's pure shrine.

Aye, call it holy ground,
The soil where first they trod!
They have left unstained what there they found;
Freedom to worship God.





A BOY'S PRAYER

Anonymous

O God, on this day which is called the birthday of my country, I come to Thee with joy and thankfulness in my heart. I thank Thee for the courage and patience and faith which have been the possession of the real builders of my nation ever since the first explorers touched her shores. Help me to know that such qualities will always be greater than selfishness and greed and love of power.

I thank Thee that I live in a land where knowledge is counted as a good thing and schools are free to all. May I be an intelligent citizen not only when I am grown to manhood but now as well.

O God, Creator of all beauty, Thou hast made this country very beautiful! Far beyond imposing buildings and the ingenious inventions and conveniences which men have contrived do I prize steep mountains for my feet to climb, running streams to loiter beside, pine-carpeted forests in which dwell beasts and birds in their freedom. Help me to live near the things which Thou hast made.

And because I am so proud of my country and her possibilities, because I am so thrilled to be a part of it all, may I realize that other boys in other countries have the same feelings. All the world is Thine, O Heavenly Father, and Thou wouldst have us all be brothers. Let not pride of race or place of birth have room in my heart today, but let me in thought clasp hands with all boys the world around.

May I thus celebrate in truth my country's birthday.

Amen

THE PROMISE OF AMERICA

Thomas Wolfe

(1900 - 38)

To every man his chance - - -
to every man,
regardless of his birth, his
shining golden opportunity - -
to every man the right
to live, to work, to be himself,
and to become whatever thing
his manhood and his vision
can combine to make him - -
this, seeker, is
the promise of America.

HIAWATHA

Henry Wadsworth Longfellow

(Hiawatha was born of the beautiful Wenonah. Deserted by Hiawatha's father, the West-Wind, Wenonah soon faded from loneliness and died. It was Nokomis, the grandmother, who raised Hiawatha.)

By the shores of Gitche Gumee
By the shining Big-Sea-Water,
Stood the wigwam of Nokomis,
Daughter of the moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine trees,
Rose the firs with cones upon them;
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.
   There the wrinkled old Nokomis
Nursed the little Hiawatha,
Rocked him in his linden cradle,
Bedded soft in moss and rushes,
Safely bound with reindeer sinews;
Stilled his fretful wail by saying,
"Hush/ the Naked Bear will hear thee/"
Lulled him into slumber, singing
"Ewa-yea/ my little owlet/"
Who is that, that lights the wigwam?
Ewa-yea/ my little owlet/"
   Many things Nokomis taught him
Of the stars that shine in heaven;
Showed him Ishkoodah, the comet;
Ishkoodah, with fiery tresses;
Showed the Death-Dance of the spirits,
Warriors with their plumes and war clubs,
Flaring far away to northward
In the frosty nights of Winter;
Showed the broad white road in heaven,
Pathway of the ghosts, the shadows.
   At the door on summer evenings
Sat the little Hiawatha;
Heard the whispering of the pine trees,
Heard the lapping of the waters,
Sounds of music, words of wonder;
"Minne-wawa/" said the pine trees,
"Mudway-aushka/" Said the water.

Saw the firefly, Wah-Wah-taysee,
Flitting through the dusk of evening.
With the twinkle of its candle
Lighting up the brakes and bushes,
And he sang the song of children,
Sung the song Nokomis taught him;
Wah-wah-tayee, little firefly,
Little, flitting, white-fire insect,
Little, dancing, white-fire creature,
Light me with your little candle,
Ere upon my bed I lay me,
Ere in sleep I close my eyelids/"
Saw the moon rise from the water
Rippling, rounding from the water,
Saw the flecks and shadows in it,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered:
"Once a warrior, very angry,
Seized his grandmother, and threw her;
"Tis her body that you see there."
Saw the rainbow in the heavens,
In the eastern sky, the rainbow,
Whispered, "What is that Nokomis?"
And the good Nokomis answered:
'Tis the heaven of flowers that you see there
All the wild flowers of the forest,
All the lilies of the prarie,
When on earth they fade and perish,
Blossom in that heaven above us."
When he heard the owls at midnight,
Hooying, laughing in the forest,
"What is that?" he cried in terror,
"What is that?" he said, "Nokomis?"
And the good Nokomis answered:
"That is but the owl and owlet,
Talking in their native language,
Talking, scolding at each other."
Then the little Hiawatha
Learned of every bird its language
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."
Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns.
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

COLUMBUS

Joaquin Miller

It is difficult for modern Americans to appreciate fully the debt we owe Columbus. As you read this poem, try to imagine what it would be like to cross the Atlantic, not knowing what lay ahead; before there were any ocean liners, submarines, or airplanes. What kind of man would attempt such a voyage?

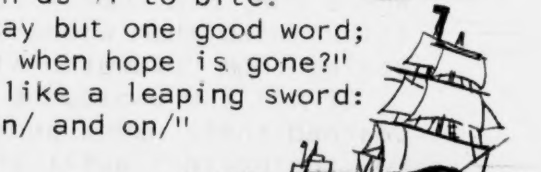
*****

Behind him lay the gray Azores,
Behind the Gates of Hercules;
Before him not the ghost of shores,
Before him only shoreless seas.
The good mate said: "Now we must pray,
For, lo/ the very stars are gone,
Brave Admiral, speak; what shall I say?"
"Why, say: 'Sail on, sail on/ and on'/"

"My men grow mutinous day by day;
My men grow ghastly wan and weak."
The stout mate thought of home: a spray
Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
If sight naught but seas at dawn?"
"Why, you shall say, at break of day:
'Sail on/ sail on/ and on'/"

They sailed and sailed, as winds might blow,
Until at last the blanched mate said:
"Why, now not even God would know
Should I and all my men fall dead.
These very winds forget the way,
For God from these dread seas is gone.
Now speak, brave Adm'r'l, speak and say--"
He said: "Sail on/ sail on/ and on/"

They sailed. They sailed. Then spake the mate:
"This mad sea shows its teeth tonight;
He curls his lip, he lies in wait
With lifted teeth as if to bite:
Brave Adm'r'l, say but one good word;
What shall we do when hope is gone?"
The words leapt like a leaping sword:
"Sail on/ sail on/ and on/"



Then pale and worn, he paced the deck
And peered through darkness. Ah that night
Of all the dark nights/ and then a speck--
A light/ A light/ At last a light/
It grew, a starlit flag unfurled/
It grew to be Time's burst of dawn.
He gained a world; he gave that world
Its greatest lesson: "On/ sail on/"

CONSECRATION

Marine Corporal Vin Cassidy, 1944

My heart and soul
I consecrate,
My life to him
I dedicate
I fight for him,
I fight that he
May be what I
Had hoped to be.

I fight and pray
That wars shall cease;
That his shall be
A world at peace;
His dreams, my dreams
And all his plans.
His name - - my son,
And every man's.

BIBLE VERSES CHOSEN BY THE PRESIDENTS

Ulysses S. Grant: And the spirit of the Lord shall rest upon him, the spirit of wisdom and understanding, and spirit of counsel and might, the spirit of knowledge and the fear of the Lord. - - Isa. 11:2.

Chester A. Arthur: In Thee Oh Lord, do I put my trust; let me never be ashamed; deliver me in Thy righteousness. - - Ps. 31:1.

Theodore Roosevelt: But be ye doers of the word, and not hearers only, deceiving your own selves. - - James 1:22.

STOPPING BY WOODS ON A SNOWY EVENING

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

--Robert Frost

****

Beauty

Beauty is seen
In the sunlight,
The trees, the birds
Corn growing and people working
Or dancing for their harvest.

Beauty is heard
In the night,
Wind sighing, rain falling,
Or a singer chanting
Anything in earnest.

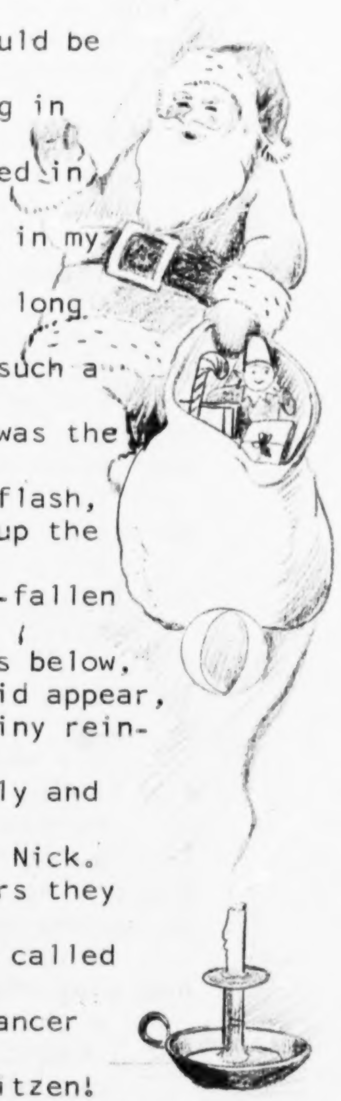
Beauty is in yourself.
Good deeds, happy thoughts
That repeat themselves
In your dreams,
In your work,
and even in your rest.

-- E-Yeh-Shure

A VISIT FROM ST. NICHOLAS

Clement C. Moore

'Twas the night before Christmas, when all through the house
Not a creature was stirring, not even a mouse;
The stockings were hung by the chimney with care,
I hopes that St. Nicholas soon would be there;
The children were nestled all snug in their beds
While visions of sugar-plums danced in their heads;
And Mamma in her 'kerchief, and I in my cap,
Had just settled our brains for a long winter's nap,
When out on our lawn there arose such a clatter,
I sprang from my bed to see what was the matter.
Away to the window I flew like a flash,
Tore open the shutters and threw up the sash.
The moon on the breast of the new-fallen snow
Gave a lustre of midday to objects below,
When, what to my wondering eyes did appear,
But a miniture sleigh and eight tiny reindeer,
With a little old driver, so lively and quick,
I knew in a moment it must be St. Nick.
More rapid than eagles his coursers they came,
And he whistled, and shouted, and called them by name:
"Now, Dasher! Now, Dancer! Now Prancer and Vixen!
On Comet, on Cupid, Donder and Blitzen!
To the top of the porch! To the top of the wall!
Now dash away! dash away! dash away, all!"
As dry leaves that before the wild hurricane fly
When they meet with an obstacle, mount to the sky,
So up to the housetop the coursers they flew,
With a sleigh full of toys, and St. Nicholas too.



And then, in a twinkling, I heard on the
roof
The prancing and pawing of each little hoof.
As I drew in my head, and was turning
around,
Down the chimney St. Nicholas came with a
bound.
He was dressed all in fur, from his head
to his foot,
And his clothes were all tarnished with
ashes and soot;
A bundle of toys he had flung on his back
And he looked like a peddler just opening
his pack.
His eyes - - how they twinkled, his dimples,
how merry!
His cheeks were like roses, his nose like
a cherry!
His droll little mouth was drawn up like a bow,
And the beard on his chin was as white as
the snow;
The stump of a pipe he held tight in his teeth,
And the smoke, it encircled his head like
a wreath;
He had a broad face and a little round belly
That shook when he laughed, like a bowl
full of jelly.
He was chubby and plump, a right jolly
old elf,
And I laughed when I saw him, in spite of
myself;
A wink of his eye and a twist of his head,
Soon give me to know I had nothing to dread;
He spoke not a word, but went straight to
his work,
And filled all the stockings; then
turned with a jerk,
And laying his finger aside of his nose,
And giving a nod, up the chimney he rose.
He sprang to his sleigh, to his team gave a
Whistle,
And away they all flew like the down of
a thistle.
But I heard him exclaim, ere he drove
out of sight,

"MERRY CHRISTMAS TO ALL, AND TO ALL A GOOD-NIGHT"

THE VILLAGE BLACKSMITH

Henry Wadsworth Longfellow

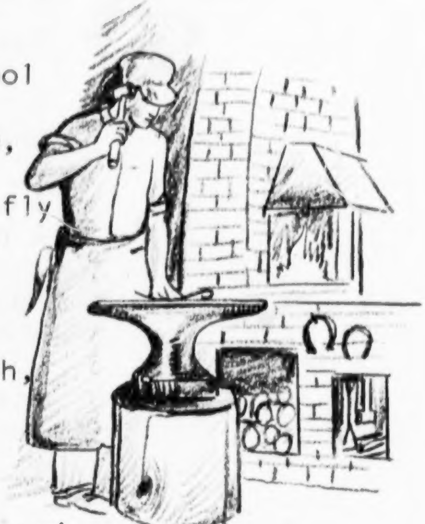
Under a spreading chestnut-tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns what'r he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell, When the
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing-floor.

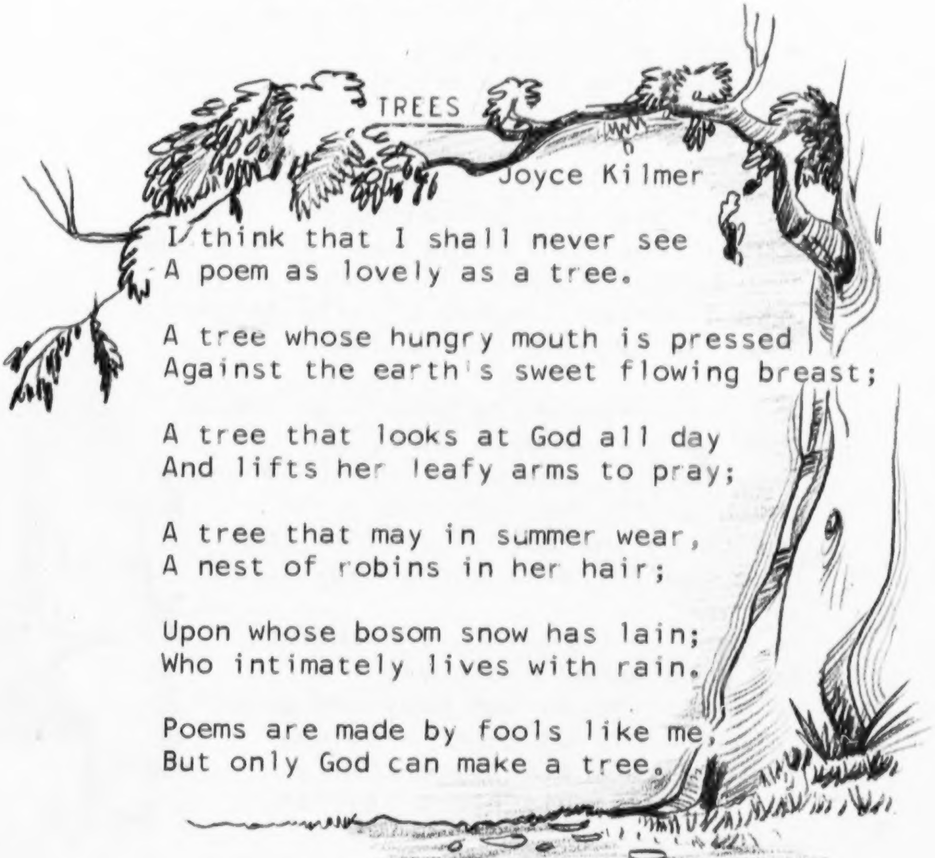
He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.



It sounds to him like her mother's voice,
Singing in Paradise
He needs must think of her once more,
How in the grave she lies;
And with his hard rough hand he wipes
A tear out of his eyes.

Toiling - rejoicing - sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees it close;
Something attempted, something done,
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
For the lesson thou hast taught.
Thus at the flaming forge of life
Our fortunes must be wrought;
Thus on its sounding anvil shaped
Each burning deed and thought.



TREES

Joyce Kilmer

I think that I shall never see
A poem as lovely as a tree.

A tree whose hungry mouth is pressed
Against the earth's sweet flowing breast;

A tree that looks at God all day
And lifts her leafy arms to pray;

A tree that may in summer wear,
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.

Poems are made by fools like me,
But only God can make a tree.

THE HOUSE BY THE SIDE OF THE ROAD

Sam Walter Foss

There are hermit souls that live withdrawn
In the peace of their self-content;
There are souls like stars, that dwell apart,
In a fellowless firmament;
There are pioneer souls that blaze their paths
Where highways never ran -
But let me live by the side of the road
And be a friend to man.

Let me live in a house by the side of the road
Where the race of men go by -
The men who are good and the men who are bad,
As good and as bad as I.
I would not sit in the scorner's seat
Or hurl the cynic's ban - -
Let me live in a house by the side of the road
And be a friend to man.

I see from my house by the side of the road,
By the side of the highway of life,
The men who press with the ardor of hope,
The men who are faint with the strife.
But I turn not away from their smiles nor their tears,
Both parts of an infinite plan - -
Let me live in a house by the side of the road
And be a friend to man.

I know there are brook-gladdened meadows ahead,
And mountains of wearisome height;
That the road passes on through the long afternoon
And stretches away to the night.
And still I rejoice when the travelers rejoice
And weep with the strangers that moan,
Nor live in my house by the side of the road
Like a man who dwells alone.

Let me live in a house by the side of the road,
Where the race of men go by - -
They are good, they are bad, they are weak, they are strong,
Wise, foolish - - so am I.
Then why should I sit in the scorner's seat,
Or hurl the cynic's ban?
Let me live in a house by the side of the road
And be a friend to man.

NANCY HANKS

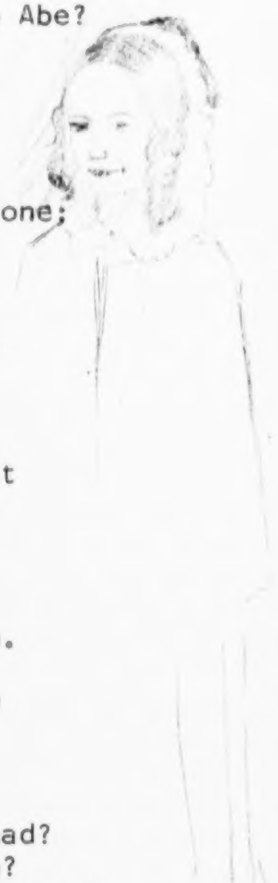
Rosemary Benet

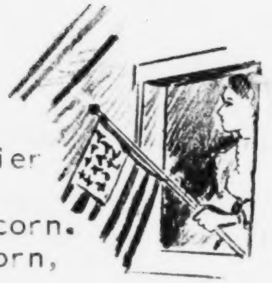
If Nancy Hanks
Came back as a ghost
Seeking news
Of what she loved most,
She'd ask first
"Where's my son?
What's happened to Abe?
What's he done?

'Poor little Abe
Left all alone
Except for Tom,
Who's rolling a stone;
He was only nine
The year I died.
I remember still
How hard he cried.

'Scrapin along
In a little shack,
With hardly a shirt
To cover his back,
And a prarie wind
To blow him down
or pinching times
If he went to town.

'You wouldn't know
About my son?
Did he grow tall?
Did he have fun?
Did he learn to read?
Did he get to town?
Do you know his name?
Did he get on?"





BARBARA FRIETCHIE

John Greenleaf Whittier

Up from the meadow rich with corn.
Clear in the cool September morn,

The clustered spires of Frederick stand
Green-walled by the hills of Maryland.

Round about them orchards sweep,
Apple and peach tree fruited deep,

Fair as the garden of the Lord
To the eyes of the famished rebel horde,

On the pleasant morn of the early fall
When Lee marched over the mountain-wall;

Over the mountains winding down,
Horse and foot, into Frederick town.

Forty flags with their silver stars,
Forty flags with their crimson bars,

Flapped in the morning wind: the sun
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,
Bowed with her four score years and ten;

Bravest of all in Frederick town,
She took up the flag the men hauled down;

In the attic window the staff she set,
To show that one heart was loyal yet.

Up the street came the rebel tread,
Stonewall Jackson riding ahead.

Under his slouched hat left and right
He glanced; the old flag met his sight.

"Halt." - the dust-brown ranks stood fast.
"Fire." - out blazed the rifle blast.

It shivered the window, pane and sash;
It rent the banner with seam and gash.

Quick, as it fell, from the broken staff
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

A shade of sadness, a blush of shame,
Over the face of the leader came;

The nobler nature within him stirred
To life at that woman's deed and word;

"Who touches a hair of yon gray head
Dies like a dog. March on." he said.

All day long through Frederick street
Sounded the tread of marching feet.

All day long that free flag tossed
Over the heads of the rebel host.

Ever its torn folds rose and fell
On the loyal winds that loved it well;

And through the hill-gaps sunset light
Shone over it with a warm good-night.

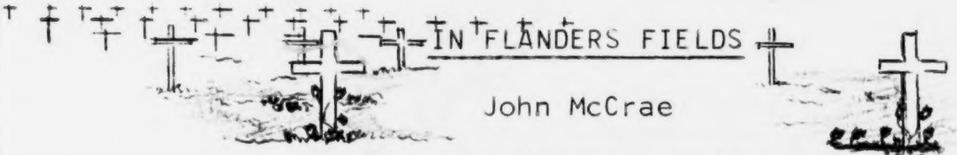
Barbara Frietche's work is o'er,
And the rebel rides his raids no more.

Honor to her, and let a tear
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietchie's grave,
Flag of Freedom and Union, wave.

Peace and order and beauty draw
Round thy symbols of light and law;

And ever the stars above look down
On thy stars below in Frederick town.



IN FLANDERS FIELDS

John McCrae

In Flanders Fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead, Short days ago.
We lived, felt Dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders Fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

A SONG OF GREATNESS

A Chippewa Indian Song

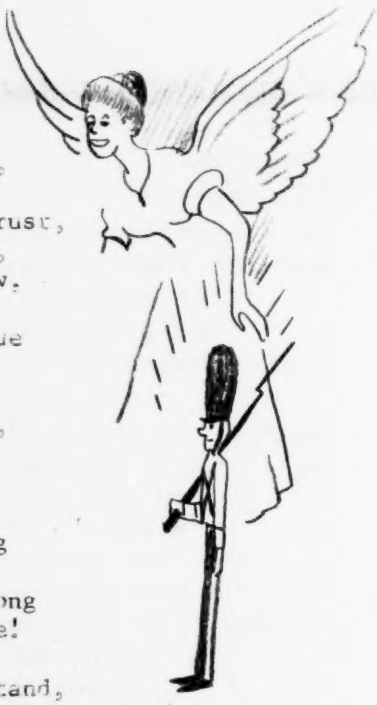
When I hear the old man
Telling of heros,
Telling of great deeds
Of ancient days,
When I hear them telling,
Then I think within me
I to am one of these.

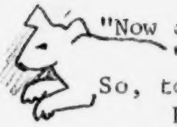
When I hear the people
Praising great ones,
Then I know that I too
Shall be esteemed,
I too when my time comes
Shall do mightily.

LITTLE BOY BLUE

Eugene Field

The little toy dog is covered with dust,
    But sturdy and staunch he stands;
And the little toy soldier is red with rust,
    And his musket moulds in his hands,
Time was when the little toy dog was new,
    And the soldier was passing fair;
And that was the time our Little Boy Blue
    Kissed them and put them there.



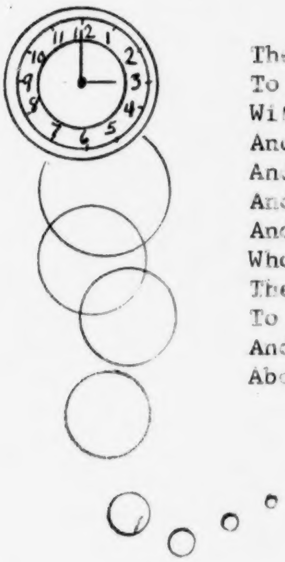


"Now don't you go till I come," he said,
    "And don't you make any noise."
So, toddling off to his trundle-bed,
    He dreamed of the pretty toys;
And, as he was dreaming, an angel's song
    Awakened our Little Boy Blue - -
Oh! the years are many, the years are long
    But the little toy friends are true!

Aye, faithful to Little Boy Blue they stand,
    Each in the same old place - -
Awaiting the touch of a little hand,
    The smile of a little face;
And they wonder, as waiting the long years through
    In the dust of that little chair,
What has become of our Little Boy Blue,
    Since he kissed them and put them there.

THERE ISN'T TIME

Eleanor Farjeon



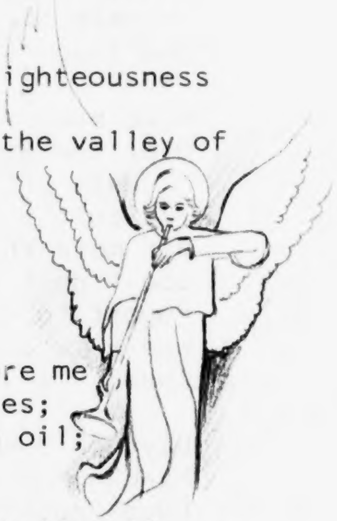
There isn't time, there isn't time
To do the things I want to do,
With all the mountain-tops to climb,
And all the woods to wander through,
And all the seas to sail upon,
And everywhere there is to go,
And all the people, every one
Who lives upon the earth, to know.
There's only time, there's only time
To know a few, and do a few,
And then sit down and make a rhyme
About the rest I want to do.

THE LORD IS MY SHEPHERD

The Bible: Psalm 23

The Lord is my shepherd;
I shall not want.
He maketh me to lie down in green pastures;
He leadeth me beside the still waters.
He restoreth my soul.

He leadeth me in paths of righteousness
For His name's sake.
Yea, though I walk through the valley of
  the shadow of death;
I will fear no evil;
For thou art with me;
Thy rod and Thy staff,
They comfort me.



Thou preparest a table before me
In the presence of my enemies;
Thou anointest my head with oil;
My cup runneth over.

Surely goodness and mercy shall follow me
All the days of my life;
And I will dwell in the house of the Lord
Forever.

THE TURQUOISE HORSE

The turquoise horse runs with me.
From where we start the turquoise horse is seen.
The lightning flashes from the turquise horse.
The turquoise horse is terrifying.
He stands on the upper circle of the rainbow.
The sunbeam is in his mouth for a bridle.
He circles around all the people of the earth.
Today he is on my side.
And I shall win with him..

from the Navajo Indians by
Dane Coolidge and Mary Roberts Coolidge

THE FLAG GOES BY

Henry Holcomb Bennett

Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky;
Hats off!
The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines,
Hats off!
The colors before us fly;
But more than the flag is passing by;
Sea-fights and land-fights, grim and great,
Fought to make and save the State;
Weary marches and sinking ships;
Cheers of victory on dying lips;

Days of plenty and years of peace;
March of a strong land's swift increase;
Equal justice, right and law,
Stately honor and reverent awe;

Sign of a nation great and strong
Toward her people from foreign wrong;
Pride and glory and honor - - all
Live in the colors to stand or fall,

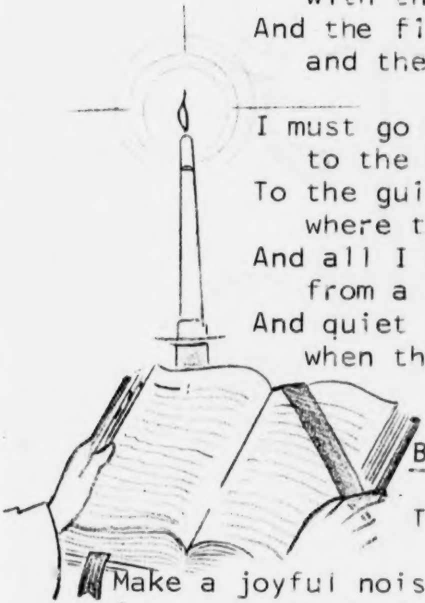
Hats off!
Along the street there comes
A blare of bugles, a ruffle of drums;
And loyal hearts are beating high;
Hats off!
The flag is passing by!

SEA FEVER

John Masefield

I must go down to the sea again,
to the lonely sea and the sky,
And all I ask is a tall ship
and a star to steer her by,
And the wheel's kick and the wind's song
and the white sail's shaking,
And a gray mist on the sea's face,
and a gray dawn breaking.

I must go down to the seas again,
for the call of the running tide
Is a wild call and a clear call
that may not be denied;
And all I ask is a windy day
with the white clouds flying,
And the flung spray and the blown spume,
and the sea gulls crying.



I must go down to the seas again,
to the vagrant gypsy life,
To the gulls' way and the whale's way
where the wind's like a whetted knife;
And all I ask is a merry yarn
from a laughing fellow-rover,
And quiet sleep and a sweet dream
when the long trick's over.

BE THANKFUL UNTO HIM

The Bible: Psalm 100

Make a joyful noise unto the Lord, all ye lands.
Serve the Lord with gladness!
Come before His presence with singing!

Know ye that the Lord He is God:
It is He that hath made us, and not we ourselves;
We are His people, and the sheep of His pasture.

Enter into His gates with Thanksgiving, and into
His courts with praise!
Be thankful unto Him and bless His name.

For the Lord is good;
His mercy is everlasting;
And his truth endureth to all generations.

THE CREATION

Cecil Alexander

All things bright and beautiful,
All creatures great and small,
All things wise and wonderul,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings
He made their glowing colors,
He made their tiny wings.

The rich man in his castle,
The poor man at his gate,
God made them high or lowly,
And ordered their estate.

The purple headed mountain,
The river running by,
The sunset and the morning,
That brightens up the sky;

The cold wind in the winter,
The pleasant summer sun,
The ripe fruits in the garden,
He made them every one.

The tall trees in the greenwood,
The meadows where we play,
The rushes by the water
We gather every day,

He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who has made all things well!

OPEN RANGE

Kathryn and Byron Jackson

Prairie goes to the mountain,
Mountain goes to the sky.
The sky sweeps across to the distant hills
And here, in the middle,
Am I.

Hills crowd down to the river,
Rivers run by the trees.
Tree throws its shadow on sunburnt grass
And here, in the shadow,
Is me.

Shadows creep up the mountain,
Mountain goes black on the sky,
The sky bursts out with a million stars
And here, by the campfire,
Am I.

NAVAJO POETRY

I walk in the trail of beauty.
My thoughts are like the trail of beauty.
I walk among beautiful flowers.
My words are like beautiful flowers
from the Blessing Way Chant

All sad thoughts are turned to morning rain drops.
All sad words are turned to the little wind.
Blessings flow from all directions.
All is beautiful again.
All is beautiful again.
All is beautiful again.
from the Blessing Way Chant

Happily may I walk.
May it be as it was long ago - as I walk.
May it be beautiful before me.
May it be beautiful behind me.
May it be beautiful below me.
May it be beautiful above me.
May it be beautiful all around me.
In beauty all is finished.
from Navajo Prayer

THE CREATION

James Weldon Johnson

And God stepped out of space,
And He looked around and said:
I'm lonely - - I'll make me a world.

As far as the eye could see
Darkness covered everything,
Blacker than a hundred midnights
Down in a cypress swamp.

Then God smiled, And the light broke,
And the darkness rolled up on one side,
And the light stood shining on the other,
And God said: That's good!

Then God reached out and took the light in His hands
And God rolled the light around in His hands
Until He made the sun;
And He set that sun ablazing in the heavens.
And the light that was left from making the sun
God gathered it up in a shining ball
And flung it against the darkness,
Spangling the night with the moon and stars.
Then down between the darkness and the light
He hurled the world;
And God said: That's good!

Then God himself stepped down-
And the sun was on His right hand,
And the moon was on His left;
The stars were clustered about His head,
And the earth was under His feet,
And God walked, and where He trod
His footsteps hollowed the valleys out
And bulged the mountains up.

Then He stopped and looked snd saw
That the earth was hot a barren
So God stepped over to the edge of the world
And He spat out the seven seas -
He batted His eyes, and the lightnings flashed
He clapped His hands, and the thunders rolled
And the waters above the earth came down,
The cooling waters came down.

Then the grass sprouted,
And the little red flowers blossomed,
The pine tree pointed his fingers to the sky,
And the oak spread out his arms,
The lakes cuddled down in the hollow of the ground
And the rivers ran down to the sea;
And God smiled again.
And the rainbow appeared,
And curled itself around His shoulder.

Then God raised His arm and waved his hand,
Over the seas and over the land,
And He said: Bring forth! Bring forth!
And quicker than God could drop his hand,
Fishes and fowls
And beasts and birds
Swam the rivers and the seas,
Roamed the forests and woods,
And split the air with their wings.
And God said: That's good!

Then God walked around,
And God looked around
On all that he had made.
He looked at His sun,
And he looked at His moon,
And he looked at His little stars;
He looked on His world
With all its living things,
And God said: I'm lonely still.

Then God sat down -
On the side of a hill where he could think;
By a deep, wide river He sat down;
With His head in His hands,
God thought and thought,
Till He thought: I'll make me a man!

Up from the bed of the river
God scooped the clay;
And by the bank of the river
He kneeled Him down;
And there the great God Almighty
Who lit the sun and fixed it in the sky,
Who flung the stars to the most far corner
of the night,
Who rounded the earth in the middle of His hand;

This Great God,
Like a mammy bending over her baby,
Kneeled down in the dust
Toiling over a lump of clay
Till he shaped it in His own image.

Then into it He blew the breath of life,
And man became a living soul. . .

Amen, Amen.

THE NAVAJOS

Released by: The Navajo Tribe
Public Relations & Information Department
Window Rock, Arizona

Received: Intermountain School
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April, 1964

The Navajo Indian Tribe presents one of the puzzles of America in the 20th century.

Other Indians have "vanished". Not the Navajo. They now number nearly 97,000 and are increasing three times as fast as the rest of the U.S. population.

Other Indians have lost their native language. Not the Navajo. Most adults speak only a few words of English.

Other Indians have lost all or part of their ancient hunting grounds. Not the Navajo. Since their treaty with the United States in 1868, they have increased the size of their reservation four times, from 3½ million acres to almost 16 million acres.

Other Indians have deserted their loghouses or tepees for more modern housing. But most of the Navajo families still live several miles from their nearest neighbor, in hogans--windowless mud and log huts with earth floors.

But take a look at the isolation of Navajoland and you begin to solve the puzzle of the primitive Navajo.

Civilization has moved along the world's waterways, railroads, and highways. Up to now, the Navajos have found themselves by-passed by all of these. Nor have they seen much of other modern miracles; electric power, the telephone, television.

NAVAJO HISTORY. The Navajos, ethnologists believe, descend from a nomadic people who relied on hunting for their livelihood. They speak a varient of Athabascan tongue, a language one can still trace through Indian tribes residing in Oregon, British Columbia, and the interior of Alaska.

The Navajos (who call themselves "Dineh" - - The People) migrated to the southwest in possibly the 16th century (though Navajo mythology says the people have always been there). When they settled in what is now northern New Mexico, The People showed themselves progressive and adaptable, adopted the agricultural ways of the Pueblo Indians.

By the late 16th century, early Spanish explorers mistook them for Apaches (indeed, their language are alike) and called them "Apache de Navahu"--The Apaches of the cultivated fields.

By the beginning of the 17th century, the Navajos had shifted their ways again. They began to acquire horses and sheep and goats from the Spaniards, and by 1680 when the Pueblo Indians revolted and drove out the Spanish, the Navajos had adopted a pastoral culture, had learned to love sheep that provided them with food and clothing.

The Navajos lived for the next 200 years in their quiet canyons and fertile valleys, left them only for occasional raids on Indian pueblos.

Following the Indian wars, U.S. Army General William Tecumseh Sherman signed a treaty with Navajo leaders at Fort Sumner in 1868. The Navajos agreed to return to some 3½ million acres in the Canyon de Chelly area and keep peace with other Indian tribes. In turn, the United States agreed to give them 30,000 head of sheep and goats.

Succesive presidential orders gave the Navajos more area. Even so, under their pastoral economy, the Navajos did not have enough land. Livestock heards steadily devoured range grasses, and heavy rains of the 1880's produced widespread erosion.

But the people kept pretty much to their old ways. They continued to eke out a living from raising sheep, a little melon and squash culture, rug weaving, silversmithing, part-time farm and railroad work off the reservation.

SOCIAL REVOLUTION. Then came World War II. Railroads and war industries needed manpower and recruited more than 15,000

Thirty-five hundred joined the Army, Navy, and Marines. The Navajos made an outstanding contribution to the war effort. Navajo Marines in the South Pacific developed a code in their own Navajo language. The Japanese never cracked it.

But when the people returned to the reservation at war's end, they had seen too much to go back to the life they once knew. They were psychologically ready to span the standstill of centuries in a decade. And a combination of happy circumstances occured to help them do it.

Big drilling companies discovered oil, paid the Tribe millions for rights to its latent oil reserves, and more millions for royalties on the oil they pumped to New Mexico and the West Coast.

The U. S. Government set up the Indian Claims Commission to settle all American Indian claims against the United States and told the Navajos to hire themselves an attorney to prepare their case.

And Congress, in the midst of big spending for post-war foreign aid, was appraised of the plight of the Navajo at home and voted 88 million in 1950 for Navajo-Hopi rehabilitation.

Oil. Legal rights. Federal funds. This amalgam has created a revolution among the People.

The Tribe, for so many years a loose association of families, has achieved a sense of awareness. With its mineral revenues, it has been able to set up its own government under the leadership of the Chief Executive, Chairman, Navajo Tribe, police, courts, industry, and take over functions long delegated to the Bureau of Indian Affairs.

Although the United States committed itself in the 1868 treaty to supply a schoolroom and teacher for every 30 Navajo children, Navajos largely resisted schooling for their children. When the war opened The People's eyes to life outside the reservation and more federal funds were made available, the education explosion began. As late as 1950, only 12,000 children were in school. Now practically all Navajo children (some 30,000) attend 150 schools on the reservation and its periphery.

Few Navajos live in villages. They're scattered all over the 25,000 square miles of the reservation. Most children must leave their isolated family hogan, therefore, and board in federal dormitories.

How well do Navajos learn? The language barrier slows down many and gives teachers more trouble than other one factor on the reservation schools. But for a good Navajo student (usually one whose parents speak English at home), the sky's the limit. The tribe has set up a $10 million trust fund for college scholarships. These can be obtained by any Navajo youngster who is qualified to get into college.

And the U.S. Public Health Service has virtually stopped the march of disease. Since it took over Indian health from BIA, the USPHS has set up five hospitals and a chain of health clinics in the field. The result: more and more of the People are enjoying better and better health. If you're a natural born pessimist, you might compare the Navajo reservation's meager development with its exploding population and then wind-up forecasting disaster for the reservation Navajo.

But in this land of paradox and contrast, one of the Navajo's biggest problems today may turn out to be one of its biggest assets tomorrow.

A whole new school of economists have looked at growing populations all over the world. But they're not calling it a curse. It's the "Population Blessing".

What about the Navajo? Is the tribe's booming population merely an insuperable problem? Or will it turn out to be a pool of valuable manpower and a ready market for all manner of manufactured goods and services?

In assessing the value of reservation resources, then, you must consider manpower as one of its greatest. And, as Navajos acquire greater job skills, that manpower will grow in value.

Universal schooling has only been achieved in the past few years. Who knows what effect this phenomenon will have on Navajoland.

TOURISM. Many overlook one of Navajoland's greatest and most salable resources: its spectacular scenery.

Tribal leaders have already recognized the tremendous drawing power of such scenery-studded spots as the red rocked walls of Canyon do Chelly, the pines and spruces and trout streams and lakes of the Chuska Mountains, the majestic and ancient spires of Monument Valley, the dry falls of the Little Colorado, Glen Canyon Dam and its gigantic Lake Powell and Moran Lake. Monument Valley's 96,000 acres is the first of a number of parks planned by the Tribe.

Even in the wide open West, recreation areas become more jammed every year; Navajos know they have a golden opportunity to meet increasing recreation needs in the West. The people have to be ready to go into the tourist business; set up motels, restaurants, and shops where sightseers can spend their vacation dollars. As it is, there are few places on the reservation where a tourist can spend the night, or even have a good dinner. Thousands visit the Navajo Tribal Fair at Window Rock each September, but must drive 27 miles away to Gallup for motel accommodations.

The Tribe, however, has seen its success at two small motels; one at Window Rock, the other at Shiprock, and has engaged consulting firms to help plan more motels and restaurants.

Soon the Tribe may have a network of motels across the reservation. More than 8,000 tourists visited Canyon de Chelly in 1955; 21,000 visited in 1959. In 1960, 50,000 came to see it's wonders. Perhaps the first new tribal motel will spring up here.

The Tribe has developed a huge Boy Scout camp in a natural gigantic amphitheater in the Chuska Mountains. Boy Scouts from all over the United States visit the camp every year, then return home and spread the word about the beauties of the reservation.

MINERALS. At the present time, oil and gas constitute the most important minerals under development on the reservation. With techniques presently available, it is possible to recover between 15-20 per cent of the oil from underground deposits, but estimates place the probable life of the Four Corners Oil Field at a minimum of 30, with the possibility of 50-60 years.

But the Tribe is looking to the development of its vast coal deposits to provide tribal income and a basis for a firm economy in future years.

Arizona Public Service and Utah Construction and Mining Company have gone ahead with the Tribe and made plans for a giant coal mining operation and steam generating plant. Here the Tribe will get economical power--power that may provide just the lure needed to bring industry and 10,000 additional jobs to the San Juan River Basin.

Why the San Juan Basin and not some other part of the reservation

WATER. Because water is still necessary to any industrial or urban development and water is still very dear on the reservation. It costs $10,000 to dig a well. The water is down deep. But the San Juan, a major tributary of the Colorado, flows with good water. Just east of the reservation, the Bureau of Reclamation is building the $23 million Navajo Dam on the San Juan, part of an overall Upper Colorado Storage Project.

Some of the water behind that dam is earmarked for the Navajo Reservation and a Navajo Irrigation Project to bring that water to 110,000 acres of irrigable Navajo land is now pending in Congress. Looking forward to that day, the Tribe foresees 100 acre farms for 1,200 families, and room for another 1,200 to 1,800 in allied service industries.

To train Navajos in modern farming methods, the Bureau of Indian Affairs completed the construction of a 1,200 acre irrigation project on the Hogback Unit, located near the helium plant a few miles west of Shiprock, New Mexico. In the past few years, the Navajo Tribe has appropriated several hundred thousand dollars for the training program. In addition to instruction in modern farming techniques, the trainees also receive instruction in English, arithmetic, farm budget, and record keeping. Their wives are trained in home economics and homemaking by experienced extension workers. The tribe is preparing, then, a nucleus of highly trained farmers ready to take their place on the Navajo Irrigation Project or any other irrigation farmlands that become available.

In all of this planning for greater industrial development, the Tribe must plan ahead for the growth of modern communities. At this time, the Tribe is making master plans for some 40 communities on the reservation. It considers population trends, community economic opportunities, utility requirements, water supply, sewers, streets, shopping centers. Congress has passed a bill allowing Navajos to lease their lands for up to 99 years. That will pave the way for not only more industrial development, but also for FHA financed homes.

Under the old pastoral economy, the isolation hogan was just the thing. Now, with the industry of the late 20th century ready to invade the reservation, towns will spring up like magic.

More than anything else, the Navajo Indian Tribe needs industrial development.

Following World War II, an analysis of reservation resources revealed that only half the population--at that time, 35,000--could possibly live off the land at a decent standard. The other half would have to seek other ways to make a living.

Reservation economy, according to the report, was "delecately balanced". (In 1940, the average per capita income was $81.89 a year. In 1958, it climbed to $467, still less than one-fourth the national average.) Basing calculations on the fact that Navajo reservation economy depended largely on grazing (and on the assumption that it must), the report concluded that the people were overcrowded on their 25,000 square miles of land. As a corollary of this, the report said that half the people should move off the reservation. This has presented large difficulties; many do not want to leave their home, others lack the education or training for life off the reservation.

Another conclusion of the report (in some ways a more realistic, in other ways a more visionary one): change the reservation economy from such a great dependance on sheep. Make jobs for the people.

Already some great changes have occured. In 1940, livestock and agriculture contributed 58.4 per cent of the total Navajo income. In 1958, it comprised a little more than 10 per cent of the total income.

In recent past, the greatest number of reservation jobs have been created by the federal government and the Navajo Tribal Government. Last year, the United States employed over 1,700 persons on the reservation, the Tribe around 1,000.

The nearby railroads off the reservation have always been sympathetic employers of the Navajo labor, with as many as 4,300 Navajos on the payroll in a single year (1957). But railroad car loadings have dropped; the Navajo maintenance workers and car loaders naturally feel the impact when traffic volume declines.

What sort of industry has been established on the reservation?

MANUFACTURING. The Navajo Tribe has experimented with several projects of its own. They took over some trading posts, a cement plant, clay products, leather products, and wool textiles industries and dropped them all. One of the main problems, said observers: Lack of management experience among the Navajo and Bureau of Indian Affairs supervisors.

Other pilot projects were more successful. The Tribe still operates an arts and crafts guild, the Window Rock Coalmine, the Wingate Village Housing Project, and two tribal motels and restaurants at Window Rock and Shiprock.

The Tribe turned to another outlet. It tried to attract outside industries to the reservation or to nearby border towns and thereby secure more jobs for Navajos. It succeeded in getting a furniture company to Gamerco, New Mexico and an electronics company to Flagstaff, Arizona. Both efforts proved Navajos could be trained to get the job done. The electronics company subsequently lost its government contract, however, and moved out of the area. The furniture company still flourishes.

For years, the Tribe has operated a lumber camp at Sawmill, Arizona, and has produced about 20 million board feet of lumber a year during past years. The success of this operation, partly supervised by the BIA foresters, and further surveys of the Tribe's vast stands of ponderosa pine have encouraged the Tribe to appropriate 7½ million dollars for a new sawmill operation in the Chuska Mountains on the Arizona-New Mexico border. There, the Tribe has set up a whole new town called Navajo, New Mexico, plans to cut about 50 million board feet a year for the next ten years, and then level off at about 38 million board feet a year on a sustained yeild basis. Significantly, the Tribe has elected five long time western lumber men to its board of directors and hired an expert manager for the new sawmill. Plans call for employment for nearly 325 Navajos there, and retention of some 150 at the old sawmill.

Other Navajos (though not in significantly large numbers) draw wages from work on the reservation's uranium mills at Tuba City, Mexican Hat, and Shiprock, at the federal ordinance depots at Wingate and Bellemont, on the oil and gas wells and pipelines, and on road construction projects.

The Navajo government, of course, has received millions of dollars from oil, gas, and uranium royalties and leases. Bonuses reached a peak of $33 million in 1956.

But Tribal officials do not distribute the money to the members on a per capita basis as many other tribes do.

Rather, the Tribe has spent it for surveys, planning, research, law and order, well digging, public works projects, improved health and education, welfare projects ($500,000 a year for school children's clothing, eye glasses, hearing aids), and community development. The Tribe has built over 25 community centers to serve as gathering places for grass-roots political meetings, barbeques, parties and dances.

In the field of industrial development, then, the Tribe has moved far-- from almost nothing through valuable experience-giving failures, to some minor successes. And a resolve to forge ahead in areas where it knows it can succeed.

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INAUGRAL ADDRESS

Newly elected chairman, Raymond Nakai

While we work for progress, let us not forget the elderly people, our fathers and mothers and grandparents. Let us remember the examples of their lives and the values they have bequeathed us. We will keep the faith with you and your wise counsel will ever be remembered.

"Only he who makes his people strong is strong, and only he who rules free men is great." This shall be the motto of my administration.

It is better world we have to build, the one where every Navajo shall stand erect beside his fellow Americans as an equal among aquals. Councilers and friends, the tools are ready and the task is tremendous.

LET US NOW GO WORK TOGETHER!!

SOMETHING ABOUT NAVAJO HISTORY

Navajo legends tell that the People emerged from underground into the Southwest. However, the generally held belief of anthrpologists is that they came across the Bering Strait in early times, though perhaps somewhat later than the other tribes which inhabited the Southwest.

Be that as it may, they first came into the light of history while they were living in an area along the Colorado-New Mexico boundry, between the Chama and upper San Juan Rivers. This was in the late 14th or early 15th century. From there they spread south and west into what is now known as the Navajo Country. In the early 1600's they were an aggressive and powerful tribe.

Sometime during the 16oo's they acquired horses and sheep from the Spaniards, as well as the use of metal and the knowldge of working wool. The Navajos are famous for their adaptability, and in those early centuries they learned much of the culture that has made them the people they are today. It has been said of them that while they formerly copied a great deal from their neighbors, they improved on everything they copied.

They were increasing in numbers during this time, also.

According to legend, there were originally four Navajo clans. They have added to these, in particular from the Pueblos, until today there are more than sixty. Since marriage within the clan is still regarded as incest, it can be understood that the Navajo "population explosion" necessitated the addition of other clans.

Until the advent of the white soldiers in their territory, the Navajos were semi-nomadic; although they lived in loosely defined areas, they swarmed all over their country, raiding one day and appearing miles away the next. They had no friends among other tribes, and regarded the oncoming whites as enimies. Everyone's hand was against them and they retaliated with all the strength they could muster, with the result that the Navajo country was a dangerous place for anyone but a Navajo to appear.

The first military expedition against The People was made in the winter of 1846, when Col. Donipahn and 350 soldiers met with them at Bear Springs, later Fort Wingate, and signed a nominal treaty. Since there was no acknowledged Navajo head, any leader of a band who signed a treaty was responsible for his own people only; this fact was not understood by the Army, which held all Navajos responsible for all treaty promises. This led to retaliation, further treaties, increased misunderstandings, and more raids, for the next twenty years.

Finally, it was decided to round up The People and send them to Fort Sumner, New Mexico, where they were to settle down, learn the art of farming, and become peaceful citizens, insofar as they were able.

Col. Kit Carsen was given the task of locating the Navajos. They hid in such vastness as Canyon do Chelly, from which they defied the troops to dislodge them. It became necessary to kill their sheep, destroy their cornfields, and devistate their orchards, literally to starve them into submission. Even then, not all the Navajos surrendered. Bands of people fled into the far western and northern parts of the area, there to hide and elude the troops until they were finally left unmolested.

Those who went to Fort Sumner found little there to their liking. The water was bad, their old enemies, such as the Commanches, raided them at every chance; they had not heart to try to make a success of something they so bitterly detested. After four heart-breaking years they petitioned the Peach Commission to be allowed to return to their old homes, and promised that they would cause no more trouble. The Treaty of 1868, which resulted, also recorded the promises made by the white men. Freed of their captivity, The People walked back to their homeland.

Even then they found troubles. They were still beset by enemy tribes, and the Army contractors who were to feed them and put them on their feet again, often profiteered. But both sides were trying and when in 1869 an issue of sheep and goats was made, the Navajos felt encouraged.

So, less than a hundred years ago, the Navajo people made a new start toward progress. They had the stamina, the great urge to succeed, the will to work, and the adaptability which has always characterized them, is obvious in the progress the Tribe has made within this century.

Better living conditions now prevail throughout the reservation. The People have schools and hospitals. Paved roads now criss-cross the reservation. A new $8 million sawmill furnished employment for many Navajos. Tribal parks, civic centers, and other creational facilities provide pleasure for thousands. With these, and through the valuable oil, uranium, helium, mineral and other holdings of the Tribe as a whole, they have the means to further their ambition to become sharing citizens of the Untted States.

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Public Relations & Information Department
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SOMETHING ABOUT TUBA CITY

Although the written history of Tuba City extends back less than 200 years, the area has been inhabited since earliest times. Dinosaurs left their tracks in several places. Prehistoric horses, bison, camels, elephants, and other animals frequented the nearby springs, for their teeth were discovered when the springs were cleared out. Dart points and other objects indicated that mankind of very early era hunted in that area.

Basket-maker cists are to be found in the neighborhood. Ancient puebloan people built their communities here--people who vanished from the region before the year 1300. Later, other puebloans took over the place in the 15th century, and by the time the first explorers (the Spanish) reached the vicinity some 200 years later, they found Indians cultivating gardens, not only around the springs but also in the Meencopi Valley below the bluff upon which Tuba City stands. There has been no lack of human occupancy every since.

In 1875 a part of Mormons came to the area and began buildings, and in 1878 they laid out the townsite of Tuba City. Some of the houses still in use here were built in Mormon days, using the blocks of dressed stone from the nearby prehistoric ruins. It was discovered later that the Mormon town was built on Indian land to which they could not acquire title, and in

1903 the United States bought the improvements for $45,000 and made Tuba City the agency of the western Navajo reservation. It is now a subagency of the consolidated Navajo Jurisdiction.

The springs which have always been such an attraction to man and beast have made of Tuba City an oasis in the desert country thereabout. The water is excellent and never-failing. Because of this, the development of the community center is progressing at a steady pace. There is now a community center which draws entertainment attractions of the highest order, a new Public Health Service Indian Hospital, a new law and order unit, and an enlarged public school, as well as the older established installations. A Navajo Tribal Ranger in on duty here, who can advise visitors about points of interests, camping and the like.

At Coalmine Canyon, 16 miles east of Tuba City on Navajo Highway 3, is a campground with available water. The view here is superb, for this canyon complex is fittingly known as "Little Bryce".

Two miles east of the city is the Hopi village of Moencopi, the farthest west of the Hopi villages, built on a site which was in ruins in 1776, and these walls were in turn built over older ones. Although many of both tribes are employed in Tuba City, they retain their own language and customs which are marke different.

To the west is U. S. Highway 89, which is reached by a paved road leading through beautifully marked and colored Chinle formations. To the right of this road, against the cliffs, one sees the lush green trees of the farming community named Moenave. About 28 miles south on highway 89 is the turn off the Grand Canyon, and it is only about 50 miles from here to the first view of the canyon itself.
(Distributed by the Navajo Tribal Museum, Window Rock, Arizona)

Something About Navajo Weaving

The Navajo Indians of northern New Mexico and Arizona are best known for their supberb craft of weaving.

From the early Spanish colonists the Navajo acquired sheep, as well as horses, which enabled them to lead the life of herdsmen. Thus supplied with an abundance of wool, they learned the fine points of weaving from the neighboring Pueblo Indians who for many centuries before Columbus had been expert weavers of native cotton. Weaving among the Pueblos had been a craft of the men, but in taking it over the Navajos were content to leave the new activity in the hands of their women, who were already skilled in basketry. So well did they ply their craft that by the early 1700's Navajo blankets not only supplied the needs of the tribe but had also become an important article of trade.

On crude, upright looms the earliest blankets were coarsely woven of native hand-spun wool, the prevailing patterns apparently being of white with transverse strips of black. For the latter they had an abundance of wool from brown-black sheep common in every flock. Later the black was strengthened by a dye composed of ocher burned with pinon gum and boiled in a decoction of alder bark. Experiments with color led to the use of a dull red dye from the roots of native shrubs. Later came colors obtained in trade from the Spanish colonists, namely indigo blue and the more brilliant red of cochineal. In time the combination was varied further by the use of native yellow dyes, one from flowering plants, another from canaigre root. To these was added, sparingly, a dye of green made by combining the yellow with the indigo blue.

The greatest impetus of fine craftsmanship came with the use of fine threads of cochineal red already spun. These were obtained by raveling a woolen cloth largely of English manufacture known as the baize, but called "bayeta" by the Spanish traders. The use of this material led to a marked refinement in the Navajo weaver's craft, for it made necessary the finer spinning of their own yarn to match the fineness of the bayeta. In addition to these fine materials, both native and borrowed, the Navajo weavers in later years made use of woolen yarns of European manufacture, usually called Saxony, which were available in various hues. Thus the weavers came to use a variety of harmonius colors with increasing ingenuity and skill as they developed their own system of design. The blankets of this period, extending through the middle decades of the 1800's, represent the classic period of Navajo weaving. But of the many thousands of such fine specimens that must have come from the looms, comparatively few have survived.

The greatest change in Navajo weaving came with the building of the railroads in the 1800's. Trading stores sprang up on the reservation where the Navajos were supplied with the newly invented aniline dyes in many gaudy hues. Unused to such violent color combinations, the weav ers all but wrecked their trade in blankets before they were led to exercise judgement in their use.

Another innovation was the introduction of American yarns called Germantown, ahich also came in a startling array of colors and many of the designs were being copied from linoleum which was also making its first appearance.

While the weavers were adjusting their craft to these changes, there came still another novelty, the manufactures "store blanket" which the dealers traded in great quantities for Navajo wool and sheep. This marked the end of the Navajo blanke as such, for no further need of laborious weaving for their own use, the Navajos were finally induced to turn their skill to the production of a coarser, heavier type which the traders could market as rugs.

More recently, conscientious traders and the Navajo Arts and Crafts Guild have encouraged a finely woven, vegetable-dyed rug which is very appealing and can be used in a variety of ways

THE CHRISTMAS STORY

according to Saint Luke

Now it came to pass in those days, that a decree went forth from Ceaser Ausustus that a census of the whole world should be taken. This first census took place while Cyrinus was governor of Syria. And all were going, each to his own town, to register.

And Joseph also went from Galilee out of the town of Nazareth into Judea to the town of David, which is called Bethlehem--because he was of the house of David--to register, together with Mary his espoused wife, who was with child. And it came to pass while they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the Glory of God shone round about them, and the feared exceedingly.

And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David a Savior has been born to you, who is Christ the Lord. And this shall be a sign to you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace to men of good will."

And it came to pass, when the angels had departed from them into heaven, that the shepherds were saying to one another, "Let us go over to Bethlehem and see this thing that has come to pass, which the Lord has made known to us."

So they went with haste, and they found Mary and Joseph, and the babe lying in the manger. And when they had seen, they understood what had been told them by the shepherds. But Mary kept in mind all these things, pondering them in her heart.

And the shepherds returned, glorifying and praising God for all that they had heard and seen, even as it was spoken to them.

I AM AN AMERICAN

I am an American, listen to my words, listen well, for my country is a strong country, and my message is a strong message. I am an American; I speak for democracy and the dignity of the individual. I am an American, and my ancestors have given their blood for freedom.

On the green at Lexington and the snows at Valley Forge; the walls at Fort Sumter and the fields of Gettysburg, on the waters of the Mond and the shadows of the Argonne and the beachheads of Salerno and Normandy and the sands of Okinawa and the bare bleak hills called Pork Chop and Old Baldy and Heartbreak Ridge. A million and more of my countrymen have died for freedom. I am an American and my country is their eternal monument.

I am an American and my ancestors have bequeathed to me the laughter of a small boy, as he watches a circus clowns antics. The sweet delicious coldness of the first bite of peppermint ice-cream on the Fourth of July. The little tenseness of the baseball crowd as the umpire calls, "Batter-Up"; of the high school band's rendition of "Stars and Stripes Forever", in a Memorial Day parade. The clear sharp ring of a school bell on a crisp fall morning. These and many other things "they" fought for and left for me.

I am an American, and the fruits of my thought and labor are mine to enjoy.

I am an American and my happy land is a land of many realms and mansions. For it is the land of Ohio corn and potatoes and pastures. It's the realm of hundreds of acres of golden wheat, stretching across the flat miles of Kansas. It is the land of precision assembly lines in Detroit. It is the realm of milling cattle in the stockyards of Chicago. It is the land of glowing skylines of Pittsburg and Birmingham, of San Francisco and New York. And in my churches and homes are the mansions of heaven.

I am an American and the love of God has made me free.

I am an American, and in my churches and homes, everyone worships God in his own way. The young Jewish boy saying, "Hear oh Isreal, the Lord is one...". The Catholic girl praying "Hail Mary, full of grace, the Lord is with thee..." The Protestant boy singing, "A mighty fortress is our God." Each one believing and praying as he must and all joining in the universal prayer, "Our Father, Who art in heaven...", with the voice and soul of every human being that cries out to be free.

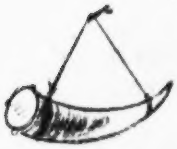
I am an American and my country offers freedom and opportunity such as no land before has ever done. Freedom to work as mechanic or truckdriver, freedom to think a s chemist or lawyer, as doctor or priest, freedom to love, as child, as parent, sweetheart, husband, wife; freedom to speak, to pray, to read, to argue, to praise, to criticize; freedom to eat and sleep, to work and play without fear; freedom to live one or two hundred million different lives.

I am an American and my heritage is of the land and of the spirit of the heart and soul.

Show me now, a country greater than my country, a people happier than my people.

I speak for democracy and the freedom of the individual.

THE BALLAD OF WILLIAM SYCAMORE
(1790-1871)



Stephen Vincent Benet

My father, he was a mountaineer,
His fist was a knotty hammer;
He was quick on his feet as a running deer,
And he spoke with a Yankee stammer

My mother, she was merry and brave,
And so she came to her labor,
With a tall green fir for her doctor grave
And a stream for her comforting neighbor.

And some are wrapped in the linen fine,
And some like a godling's scion;
But I was cradled on twigs of pine
And the skin of a mountain lion.

And some remember a white starched lap
And a ewer with silver handles;
But I remember a coonskin cap
And the smell of bayberry candles.

The cabin logs with the bark still rough,
And my mother who laughed at trifles,
And the tall, lank visitors, brown as snuff,
With their long, straight squirrel rifles.

I can hear them dance like a foggy song,
Through the deepest one of my slumbers,
The fiddle squeaking the boots along
And my father calling the numbers.

The quick feet shaking the puncheon floor,
And the fiddle squealing and squealing,
Till the dried herbs rattled above the door
And the dust went up to the ceiling.

There are children lucky from dawn till dusk,
But never a child so lucky!
For I cut my teeth on "Money Musk"
In the bloody ground of Kentucky.

When I grew tall as the Indian Corn,
My father had little to lend me,
But he gave me his great old powder horn
And his woodsman's skill to befriend me.

With a leather shirt to cover my back,
And a redskin nose to unravel
Each forest sign, I carried my pack
As far as a scout could travel.

I lost my boyhood and found my wife,
A girl like a Salam Clipper!
A woman straight as a hunting knife
With eyes as bright as the dipper!

We cleared our camp where the buffalo feed,
Unheard of streams were our flagons;
And I sowed my sons like the apple-seed
On the trail of the western wagons.

They were right tight boys, never sulky or slow
A fruitful, a goodly muster.
The eldest died at the Alamo
The youngest fell with Custer.

The letter that told it burned my hand.
Yet we smiled and said, "So be it!"
But I could not live when they fenced my land,
For it broke my heart to see it.

I saddled a red, unbroken colt
And rode him into the day yhere;
And he threw me down like a thunderbolt
And rolled on me as I lay there.

The hunter's whistle hummed in my ear
As the city men tried to move me.
And I died in my boots like a pioneer
With the whole wide sky above me.

Now I lie in the heart of the fat, black soil,
Like the seed of a prairie thistle;
It has ashed my bones with honey and oil
And picked them clean as a whistle.

And my youth returns like the rains of spring,
And my sons, like the wild geese flying;
And I lie and hear the meadow-lark sing
And have much content in my dying.

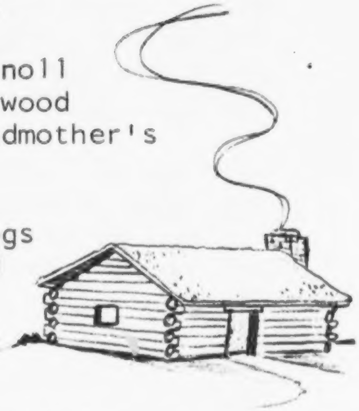
Go play with the towns you have built with blocks,
The towns where you would have bound me!
I sleep in my earth like a tired fox,
And my buffalo have found me....

IF I WERE A PILGRIM CHILD

Rosena Bennett

If I were a Pilgrim child,
  Dressed in white or gray,
I should catch my turkey wild
  For Thanksgiving Day.
I should pick my cranberries
  Fresh from out a bog,
And make a table of a stump
  And sit upon a log.
An Indian would be my guest
  And wear a crimson feather,
And we should clasp our hands and say
Thanksgiving grace together.
But I was born in modern times
  And shall not have this joy.
My cranberries will be delivered
  By the grocery boy.
My turkey will be served upon
  A shining silver platter.
It will not taste as wild game tastes
  Though it will be much fatter;
And, oh, of all the guests that come
  Not one of them will wear
Moccasins upon his feet
  Or feathers in his hair!

OLD LOG HOUSE



On a little green knoll
At the edge of the wood
My great great grandmother's
First house stood.

The house was of logs
My grandmother said
With one big room
And a lean to shed.

The logs were cut
And the house was raised
By pioneer men
In the Olden days.

I like to hear
My grandmother tell
How they built the fireplace
And dug the well.

They split the shingles;
They filied each chink;
It's a hous of which
I like to think.

Forever and ever
I wish I could
Live in a house
At the edge of the wood.

THE ARROW AND THE SONG

I shot an arrow in the air,
It fell to earth, I know not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I know not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found agian in the heart of a friend.

Henry Wadsworth Longfellow

NOONDAY SUN

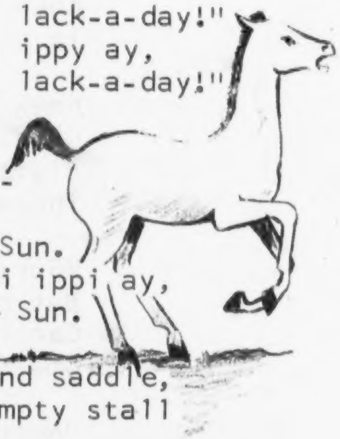
Kathryn & Byron Jackson

Oh, I've ridden plenty of horses
  And I've broken a score in my time,
But there never was one
  Like the colt Noonday Sun--
Now there was a horse that was prime!

She'd run up the side of a mountain
  Or she'd tackle a wildcat alone.
Oh, she stood twelve hands high
  And her proud shining eye
Would soften the heart of a stone.
  Oh, yippi ippi ai--Oh, yippi ippi ay,
Would soften the heart of a stone.

She'd splash through a treach'rous river
  Or she'd tease for an apple or sweet,
She'd buck and she'd prance
  Or she'd do a square dance
On her four little white little feet.
  Oh, yippi ippi ai--Oh, yippi ippi ay,
On her four little white little feet.

But one night the rustlers stole her,
  They stole her and took her away.
Now the sun never shines,
  And the wind in the pines
Says, "You've lost your colt, lack-a-day!"
  Oh, yippi ippi ai--Oh yippi ippy ay,
Says, "You've lost your colt, lack-a-day!"



Someday I'll pull out my gun,
And I'll plug him bang-bang!--
  And I may even hang--
The outlaw who stole Noonday Sun.
  Oh, yippi ippi ai--Oh, yippi ippi ay,
The outlaw that stole Noonday Sun.

Oh, I still have her bridle and saddle,
  And I still have her bare empty stall
But there'll never be one
  Like the colt Noonday Sun,
And she'll never more come to my call!
  Oh, yippi ippi ai--Oh yippi ippi ay,
And she'll never more come to my call!

ABRAHAM LINCOLN (1809-1865)

Rosemary & Stephen Benet

Lincoln was a long man.
He liked out of doors.
He liked the winds blowing
And the talk in country store.

He liked telling stories.
He liked telling jokes.
"Abe's quite a character,"
Said quite a lot of folks.

Lots of folks in Springfield
Saw him every day,
Walking down the stree
In his guant, long way.

Shawl around his shoulders,
Letters in his hat.
"That's Abe Lincoln."
They thought no more than that.

Knew that he was honest,
Guessed that he was odd,
Knew that he had a cross wife
Though she was a Todd.

Knew he had three little boys
Who liked to shout and play,
Knew he had lots of debts
It took him years to pay.

Knew his clothes and knew his house.
"That's his office, here.
Blame good lawyer, on the whole,
Though he's sort of queer."

"Sure he went to Congress, once,
But he didn't stay.
Can't expect us all to be
Smart as Henry Clay."

"Need a man for troubled times?
Well, I guess we do.
Wonder if we'll ever find?
Yes--I wonder who."

That is how they met and talked,
Knowing and unknowing.
Lincoln was the green pine.
Lincoln kept on growing.

THE ZEBRA DUN

American Cowboy Ballad

We were camped on the plains at the head of the Cimarron
When along came a stranger and stopped to arger some.
He seemed so very foolish that we began to look around,
We thought he was a greenhorn that had just 'scaped from town.

We asked if he'd been to breakfast; he hadn't had a smear,
So we opened up the chuck-box and bade him have his share.
He took a cup of coffee and some biscuits and some beans,
And then began to talk and tell about foreign kings and queens.

About the Spanish war and the fighting on the seas
With guns as big as steers and ramrods as big as trees.
And about Old Paul Jones, a mean, fighting son of a gun,
Who was the grittiest cuss that ever pulled a gun.

Such an educated feller, his thoughts just came in herds,
He astonished all them cowboys with them jaw-breaking words.
He just kept on talking till he made the boys all sick,
And they began to look around just how to play a trick.

He said that he had lost his job upon the Santa Fe
And was going across the plains to strike the 7-D.
He didn't say how come it, some trouble with the boss,
But said he'd like to borrow a nice fat saddle-horse.

This tickled all the boys to death, they laughed down in their slea
"We'll lend you a horse just as freash and as fat as you please"
Shorty grabbed a lariat and roped the Zebra Dun.
Turned him over to the stranger and waited for the fun.

Old Dunny was a rocky outlaw that had grown so awfully wild
That he could paw the white out of the moon every jump for a mil
Old Dunny stood right still,-as if he didn't know,-
Until he was saddled and ready to go.

When the stranger hit saddle, old Dunny quit the earth,
And travelled right straight up for all that he was worth.
A-pitching and a-squealing, a-having wall-eyed fits,
His hind feet perpendicular, his front ones in the bits.

We could see the tops of the mountains under Dunny every jump,
But the stranger he was growed there just like a camel's hump;
The stranger sat upon him and curled his black mustache
Just like a summer boarder waiting for his hash.

He thumped him in the shoulders and spurred him when he whirled,
To show them flunky punchers that he was the wolf of the world.
When the stranger had dismounted once more upon the ground,
We knew he was a thoroughbred and not a gent from town.

The boss who was standing round, a-watching of the show,
Walked right up to the stranger and told him he needn't go,-
"If you can use the lasso like you rode old Zebra Dun,
You're the man I"ve been looking for ever since the year of one."

Oh he could twirl the lariat and he didn't do it slow,
He could catch them forefeet nine out of ten for any kind of dough.
And when the herd stampeded he was always on the spot
And set them to nothing, like the boiling of a pot.

There's one thing and a shore thing I've learned since
   I've been born,
That every educated feller ain't a plumb greenhorn.

****

AMERICA FOR ME

Henry Van Dyke

'Tis fine to see the Old World, and travel up and down
Among the famous palaces and cities of renown,
To admire the crumbly castles and the statues of the kings-
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!
My heart is turning home again, and there I long to be.
In the land of youth and freedom beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;
And Paris is a woman's town, with flowers in her hair;
And it's sweet to dream in Venice, and it's great to study Rome;
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;
I like the gardens of Versailles* with dashing fountains filled;
But, oh, to take your hand, my dear, and ramble for a day
In the friendly western woodland where nature has her way!

I know that Europe's wonderful, yet something seems to lack:
The Past is too much with her, and the people looking back.
But the glory of the Present is to make the Future free.-
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!
I want a ship that's westward bound to plough the rolling sea,
To the blessed Land of Room Enough beyond the ocean bars,
Where the air is full of sunlight and the flag is full of stars.

*Pronounce: Vair-sie

PAUL REVERE'S RIDE

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town tonight,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light--
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."
Then he said,"Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.
Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry chamber overhead,
And startled the pigeons from their perch
On the somber rafters that round him made
Masses and moving shapes of shade--
Up the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the towns,
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night wind as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay--
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry tower of the old North Church,
As it rose above the graves on the hill,
Lonely and spectral and somber and still.

And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meetinghouse windows, blank and bare,
Gaze at him, with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket ball.

You know the rest, In your books you have read,
How the British Regulars fired and fled--
How the farmers gave them ball for ball,
From behind each fence and farmyard wall,
Chasing the redcoats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm--
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For borne on the night wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof beats of that steed,
And the midnight message of Paul Revere.

ESL-PRINCIPLE PARTS OF IRREGULAR VERBS
REGENTS I AND II

PRESENT	PAST	PERFECT
be	was	been
become	become	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
out	out	out
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

REGENTS I (CONTINUED)

PRESENT	PAST	PERFECT
shake	shook	shaken
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
sewwp	swept	swept
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

REGENTS II

PRESENT	PAST	PAST PARTICIPLE
arise	arose	arisen
awake	awoke	awoke
bear	bore	born
bear	bore	borne
beat	beat	beaten
become	become	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
bring	bought	bought
build	built	built
burst	burst	burst
cast	cast	cast
choose	chose	chosen
cling	clung	clung
creep	crept	crept
cut	cut	cut
dare	dared	dared
deal	dealt	dealt
dig	dug	dug

REGENTS II (CONTINUED)

PRESENT	PAST	PAST PARTICIPLE
feed fed	fed	fed
fling	flung	flung
forgive	forgave	forgiven
freeze	froze	frozen
grind	ground	ground
grow	grew	grown
hang	hung	hung
hide	hid	hidden
lay	laid	laid
lead	led	led
let	let	let
lie	lay	lain
light	lit	lit
owe	owed	owed
quit	quit	quit
rise	rose	risen
seek	sought	sought
set	set	set
shave	shaved	shaved
shine	shone	shone
show	showed	shown
shrink	shrank	shrunk
sink	sank	sunk
slide	slid	slid
slit	slit	slit
spin	spun	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
string	strung	strung
swear	swore	swore
swim	swam	swum
swing	swung	swung
tear	tore	tore
wake	woke	woke
weave	wove	woven
wed	wed	wed
weep	wept	wept
wet	wet	wet
wind	wound	wound
wring	wrung	wrung

Comparative Form of Adjectives

In the blanks at the right, write the comparative form of the adjectives in parenthesis. Include the word than. REMEMBER YOUR RULES!

1. Helen is (young) Mary. ____________________
2. This book is (interesting) that one. ____________________
3. Oranges are (sweet) lemons. ____________________
4. The weather today is (warm) it was yesterday. ____________________
5. This exercise is (easy) the last one. ____________________
6. Helen is (intelligent) her sister. ____________________
7. The month of February is (cold) the month of March. ____________________
8. I am (tired) I was last night. ____________________
9. Our classroom is (large) your classroom. ____________________
10. This lesson is (long) the next one. ____________________
11. You seem to be (busy) today than you were yesterday. ______________
12. Yo me New York City is (interesting) Washington. ________________
13. Park Avenue is (wide) than Fifth Avenue. ____________________
14. This book is (good) the last one I read. ____________________
15. The month of February is (short) the month of March. ____________________
16. The sea looks (peaceful) today it looked yesterday. ____________________
17. Your pronunciation is (good) John's. ____________________
18. Prices are (high) this year they were last year. ____________________
19. The Mississippi River is much (deep) in some places in others. ____________________
20. These flowers are (beautiful) those in your garden. ____________________

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The question form of THERE IS and THERE ARE is gotten regularly by placing the verb before the word there. (Examples: Is there a pencil on the desk? Are there many students in your class? How many days are there in a week?)

CHANGE TO QUESTIONS:

1. There is a policeman on the corner.
2. There are many students in our class.
3. There is a typewriter in each class.
4. There is a window in each room.
5. There is a letter here for you.
6. There are many clouds in the sky today.
7. There are several new words in this lesson.
8. There is a library in this building.
9. There is no blackboard in our classroom.
10. There are two telephones in the office.
11. There is a mouse in the room.
12. There are many churches in this city.
13. There is a rug on the floor.
14. There are many birds in the tree.
15. There are several magazines on the table.
16. There is a radio in every room.
17. There is only one chair in the room.
18. There are only two dishes on the table.
19. There are many English classes in our school.
20. There are twelve months a year.
21. There are only a few people on the bus.
22. There are several pictures on the wall.

THERE IS: THERE ARE (POSITIVE)

THERE IS and THERE ARE are important phrases in English. Use THERE IS with singular nouns; use THERE ARE with plural nouns. (Examples: There is a book on the table. There are two magazines on the desk.)

GIVE THE CORRECT FORM:

1. There (is, are) a magazine on the chair.
2. There (is, are) two men in the office.
3. There (is, are) many children in the park.
4. There (is, are) many people on the bus.
5. There (is, are) a man at the door.
6. There (is, are) seven days in a week.
7. There (is, are) twelve months a year.
8. There (is, are) a rug on the floor.
9. There (is, are) two windows in this room.
10. There (is, are) many students in our class.
11. There (is, are) many English classes in our school.
12. There (is, are) only one chair in this room.
13. There (is, are) several pictures on the wall.
14. There (is, are) only one cloud in the sky.
15. There (is, are) two dishes on the table.
16. There (is, are) many churches in this city.
17. There (is, are) two women in Mr. Smith's office
18. There (is, are) nobody in the room.
19. There (is, are) someone at the door.
20. There (is, are) many new words in this lesson.
21. There (is, are) a new student in our class.
22. There (is, are) a letter here for you.

The negative form of THERE IS and THERE ARE is gotten regularly by placing NOT after the verb. (Examples: There is not one cloud in the sky. There are not many students in our class). In everyday conversation, however, the contractions isn't and aren't are generally used. (Examples: There isn't one cloud in the sky. There aren't many students in our class.)

CHANGE TO NEGATIVE FORM. USE CONTRACTIONS ONLY

1. There are many chairs in this room.
2. There is a radio in each room.
3. There is a policeman on the corner.
4. There are many offices in that building.
5. There are many new students in our class.
6. There are many children in the park.
7. There is a typewriter in each room.
8. There are many magazines on the desk.
9. There is a window in the room.
10. There are two doors in the room.
11. There are many churches in this city.
12. There is a rug on the floor.
13. There are two men in the office.
14. There is a letter here for you.
15. There are many clouds in the sky.
16. There are many new words in this lesson.
17. There is a mouse in this room.
18. There is one girl in our class.
19. There are many exercises in this lesson.
20. There is a library in this building.
21. There are two telephones in the office.
22. There is a blackboard in our classroom.

VOWEL REVIEW - LONG VOWELS

PRACTICE WORDS:

A

mate
hate
sate
make
space
lake

cape
rate
ration
sage
ape
age

rage
mace
page
nation
parade
invade

E

bee
Easter
feel
me
leave
deed

peace
redeem
spree
demon
seeks
queen

meeting
teetering
ceaceless
dreaming
leaflet
believe

I

aye
type
by
die
spice
isle

resign
high
write
rhyme
ratify
spite

buy
design
delight
delight
dine
sign

O

owe
oak
know
slow
beau
so

foe
no
sew
dough
boat
road

yeoman
home
dome
Rome
alone
gnome

U

use
Buttle
muse
huge
fuse
cupid

dilute
music
salute
commute
stupid
ruse

pure
mural
accurate
cure
demure
insurance

PRACTICE: "Oh, say can you see by the dawn's early light?"

Pat, pat, pat, pat--
I am the vowel in pat.
I laugh, I clap, I dance, I clang,
I scram, because I'm even in slang.

Pet, pet, pet, pet--
I am the vowel in pet.
You'll find me in any, penny and tell
And ever present in words like bell.

Pit, pit, pit, pit--
I am the vowel in pit.
I limp, I spin, I jig, I sing;
I nibble at things and skip in a ring.

Look, look, look, look--
I am the vowel in look.
You could, if you would, find me in pull;
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock--
I am the vowel in lock.
I'm in body, in hop; I'm bob, I'm in spot;
I should be in lobby, but often I'm not.

Luck, luck, luck, luck--
I am the vowel in luck.
I'm in crush, and in puff, I'm in but, and in rough;
I'm in love, cup and dove; and that is enough.

Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.

FAT ED IS NOT UP.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT:	Lee will let fair Ann pass.
MID:	Blurring the sun.
BACK:	Who could obey all honest fathers?

DIPTHONG CONTRASTS

SPECIMEN WORDS FOR DIPTHONGS:

A
neigh
ale
eight
guage
straight
steak
rein
whey
paid
matinee
parquet
neigh

I
ay
aye
type
by
buy
bye
die
spice
isle
aisle
resign
high
write
rhyme
ratify

oil
avoid
choice
royal
buoy
ahoy
destroy
voila

owe
oak
know
no
slow
bean
so
sew
foe
dough
boat
road
yeoman
hautboy
apropos
home

out
howl
bow
slough
hound
doubt
arouse
mouse

ear
speer
sheer
shear
hear
here
dear
deer
career
queer
pier
appear

air
ere
o're
bear
bare
prayer
their
there
chair
pair
pare
pear

cure
Eurpoe
detour
fury
poor
allure
furor
purely

or
oar
ore
soar
shore
more
boar
store

THE PACKAGE

There's a package,
There's a package,
There's a package in the mail.
It's wrapped in yellow paper
And the twine is like a tail.
Three stamps are in the corner--
One red, the others pale.
There's a package,
There's a package,
There's a package in the mail.

It's for mother,
It's for mother,
It's for mother, I can see.
But that is just about as good
As knowing it's for me,
For mother'll say, "Come, open it,
Untie the string and see!"
There's a package,
There's a package,....
Oh, what CAN the package be?
Aileen Fisher

Whether the weather be fine,
Or whether the weather be not,
Whether the weather be cold,
Or whether the weather be hot--
We'll weather the weather,
Whatever the weather,
Whether we like it or not,

THE OLD WOMAN

There was an old woman
   And nothing she had;
And so this old woman
   Was said to be mad.
She'd nothing to eat,
   She'd nothing to wear,
She'd nothing to lose,
   She'd nothing to fear,
She'd nothing to ask,
   And nothing to give,
And when she did die,
   She'd nothing to leave.
Unknown

YOURS AND MINE

The sun, the trees, the grass, the sky,
The silver moon that's sailing by,
The rain and dew and snowflakes white,
The flowers sweet and stars of night!

The songs of birds, wind whispering,
The autumn leaves, the buds of spring--
Such lovely things to hear and see
Belong to you, belong to me!
Frances Gorman Risser

MAKING THE SOUND

To make the sound of (n), put your tongue behind your lower front teeth and hum. The back of the tongue should press against the soft palate to make the sound come through the nose.

SOUND PICTURE - Ringing

REPEAT THE FOLLOWING RHYME IN A SWINGING RHYTHM

Swinging

Swinging, (pause) swinging, (pause), swinging high,
Swinging, 'till you touch the sky.

Swinging, swinging, swinging low,
Swinging, 'till you touch your toe.

Swinging fast, and swinging slow,
Back and forth, to and fro.

Happy Thoughts

"The world is so full of a number of things,
I'm sure we should all be happy as Kings."
Robert Louis Stevenson

LOOKING FOR THINGS: Plan and execute a looking walk, weather permitting. Encourage students to talk about and remember the things they observe. Give them clues as to things which might be hidden underground, etc. Use your own initiative.

When the class returns, have them try to recall the things they saw. A student could chart the observations on the chalkboard. Do this in phrase rather than sentence form because creative writing follows creative oral expression. Don't kill spontaniety of thought with the mechanics of writing at this point.

The "things" may be grouped in many ways: shapes of things, growing things, red things, square things, tall things, short things, etc. Groups could be set up to play the game of things. Plan with your students. The following plan may serve as a guide. This plan could also serve for rapid oral practice, individually, in small groups or in chorus.

"THE THINGS WE SAW"

Old papers blowing
Something moving with the leaves.
Curtains flying.
Cement mixer going around.
Two grandmas talking.
Soft bird feathers.

White scrap paper.
Yellow school bus resting.
Bird on a rosebush.
Dragonfly sleeping.
Clouds going by.
Burned ashes.

(ŋ) Continued

Black-birds flying.

One blue feather.

Yellow flowers on a wall.

Puppy's wagging tail.

Round hot sun.

Tumble-weed rolling.

Trees shaking their leaves.

Flag waving.

Dandelion snow balls.

A kitten on a fence.

GROWING THINGS

Buds on tree limgs

Ground Ivy.

Dandelions blowing.

Carrot tops in a green row.

Clover among the grass.

Trumpet vines on the porch.

Heavy dark oak trees.

Grass with brown points.

Flowers dropping their petals.

RED THINGS

Robin's red breast.

Tomatoes hanging on the vine.

Little red wagon on the walk.

Geraniums in a pot

Fire trucks rushing by.

New books on the rack.

(Substitute appropriate things from your situation)

MOVING THINGS

Yellow wasps humming.

Frogs hopping in the pond.

Jets racing in the sky.

Children chasing.

Lawn mowers going back and forth.

Little flying birds.

White clouds drifting.

Cars following each other.

People going home.

THINGS YOU CAN HEAR (AT NIGHT)

Sirens blowing.

Doors banging.

Dogs barking

Little mice running.

Airplane motors.

Bells ringing.

Horns honking.

Cats calling.

Radios blaring.

Traffic noises.

For Practice of (n)

THE CATARACT OF LODORE

How does the water come down at Lodore?
From its sources which well
In the tarn on the fell,
From its fountain in the mountain,
Its rills and its gills,
Through moss and through brake,
It runs and it creeps
For a while till it sleeps
In its own little lake,
And thence at departing,
Awakening and starting,
It runs through the reeds,
And away it proceeds,
Through meadow and glade,
In sun and in shade,
And through the wood shelter,
Among crags in its flurry,
Helter-skelter--hurry skurry.

How does the water come down at Lodore?
Here it comes sparkling,
And there it lies darkling,
Here smoking and frothing,
Its tummult and wrath in,
It hastens along, conflicting, and strong,
Now striking and raging,
As if a war waging,
Its caverns and rocks among.

Now falling and crawling and sprawling.
And driving and riving and striving,
And sprinkling and twinkling and wrinkling,
And sounding and bounding and rounding,
And bubbling, and troubling and doubling,
Dividing and gliding and sliding,
And grumbling and rumbling and tumbling,
And clattering and battering and shattering;
And gleaming and steaming and streaming and beaming,
And rushing and flushing and brushing and gushing,
And flapping and rapping and clapping and slapping,
And curling and whirling and purling and twirling,
Retreating and beating and meeting and sheeting,
Delaying and straying and playing and spraying,
Advancing and prancing and glancing and dancing,
Recoiling, turmoiling and toiling and boiling,
The thumping and flumping and bumping and jumping,
And dashing and glashing and splashing and clashing,----
And so never ending, but always descending,
All at once and all o'er, with a mighty uproar---
And this is the way the water comes down at Lodore.
Robert Southey

FOR PRACTICE OF /t/

MAKING THE SOUND: The sound of /t/ is made with the tip of the tongue. Place the tongue tip on the ridge behind the upper front teeth and bring it down quickly with a puff of air.
SOUND PICTURE: Ticking

"TICK_TOCK FUN"

TEACHER	"First the watch"	
GIRLS	"Tic - tic - tic - tic"	
TEACHER	"Then the clock"	
BOYS	"Tick-tock tick-tock"	
TEACHER	"Both in time"	
GIRLS	"Tic - tic - tic - tic"	
BOYS	"Tick-tock tick-tock"	AT THE SAME TIME
TEACHER	"They sound like one Clocks are fun"	
GIRLS	"Tic - tic - tic - tic"	
BOYS	"Tick-tock tick-tock"	AT THE SAME TIME

PLAY you are in a clock store. Think of all the different kinds of clocks you might see and hear. They all make the ticking sound; some loud, some soft, some fast, and some slow.

How does a Grandfather clock sound?
    A slow, heavy tick-tock
    On the hour it says bong-bong.
How does a Cukoo Clock sound?
    A quick, light tick-tock tick-tock
    On the hour it says cukoo-cukoo.
How does an alarm clock sound?
    A sharp, quick tick-tock
    When the alarm goes off it rings and rings.
How does a Chime Clock sound?
    Tick-tock, tick tock
    It plays a tune for the hours.
How does a watch sound?
    A fast tick-tick-tick.

USING THE SOUND: HOW THE /t/ IS WRITTEN.

LETTERS		
t	sounds like	/t/ in tell, later, and boat.
tt	sounds like	/t/ in attack and better.
d	sounds like	/t/ in talked and asked (past tense) but not in spelled, sagged and robbed.
th	sounds like	/t/ in thyme, Thames and Thomas
ght	sounds like	/t/ in bought and thought.
ct	sounds like	/t/ in indict.

FOR PRACTICE OF /t/

tot
estate
tatting
letter
taste
tomato
ticket
protect
artistic
tentative

straits
eighth
students
football
twice
treatments
trietness
brightly
nighttime
outward

tots
sweetmeat
tightness
tutor
trotting
tattle
twenty
Fleetfoot

beaten
mitten
Hottentot
cotton
button
rattle
brittleness
bottle
gentlemen
scuttle

PRACTICE SENTENCES

1. The molten metal cooled and was beaten into brittle rattles.
2. Little children prattle to a kitten.
3. A gentleman in the Battery used a glottal plosive.
4. Rattlesnakes battled with a turtle.
5. The fundemental principle uas upheld in Seattle.
6. A glutton from the mountains brought a bottle.
7. He wore ornamental mittens when he whittled.
8. Fatten the gentle beast.
9. Beetles annoyed the cattle in the cotton fields.

A tutor who tooted the flute
Tried to teach two young tooters to toot.
Said the two to the tutor,
"Is it harder to toot or
To tutor two tooters to too?"

Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it,
Just the ribbon round it.

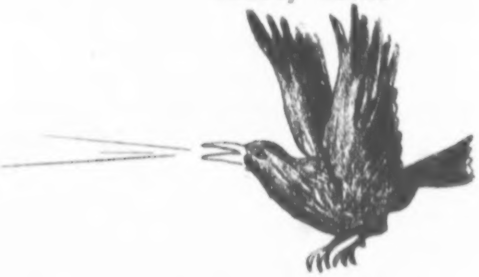
La, la, la, la, la, la, la
Kitty Fisher found it;
La, la, la, la, la, la, la
Just the ribbon round it.
Unknown

Tip-toe, tip-toe
Hush, hark, hark!
You may see the Brownies
As soon as it is dark.

Trooping up the bannister,
Trooping down again.
Tip-toe, tip-toe,
Go the Brownie men.
Unknown

Ten tin trains
On a tiny track
Tried to go forward
When they should have gone back
Each tin soldier
Twisted his neck
When the ten tin trains
Crashed together in a wreck.
S. M. H.

A fat rat sat upon a mat,
A fat cat sat there too.
The mat couldn't hold both
cat and rat
So one had to move--can you
guess who?
Audrey Heine



Tweedle-dum and Tweedle-doe
resolved to have a battle,
For Tweedle-dum and Tweedle-doe
had spoiled his nice new
rattle.

Just then a monstrous crow flew
down as big as a tar barrel,
Which frightened both the heroes
so, they quite forgot their
quarrel.

THIS FOLLOWING POEM IS VERY GOOD FOR MEDIAL AND FINAL /t/.

LOOK OUT!

ALL:
Look out! Look out!
A motor is coming!
Look out! Look out!
A motor is coming!
Look out!

DARK VOICES:
Here it comes splashing
And hooting, and dashing!
Look out! Look out! Look out!

ALL:
Look out! Look out!
A motor is coming!
Look out! Look out!
A motor is coming!
Look out!

Emphasizing of different words in the
same sentence

INTONATION:

THE *WAY* THAT YOU SAY SOMETHING IS SOMETIMES MORE IMPORTANT THAN *WHAT* YOU SAY. TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE: I don't care what you say!

I don't care what you say!
I *don't* care what you say!
I don't *care* what you say
I don't care *what* you say!
I don't care what *you* say!
I don't care what you *say*!

NOW TRY THIS SENTENCE: She was right here.

She was right here.
She *was* right here.
She was *right* here.
She was right *here*.

INTERPRET THIS ONE: Did you hear that awful noise?

Did you hear that awful noise?
Did *you* hear that awful noise?
Did you *hear* that awful noise?
Did you hear *that* awful noise?
Did you hear that *awful* noise?
Did you hear that awful *noise*?

INTERPRET THIS SENTENCE: Mary wore that big red hat.

Mary wore that big red hat.
Mary *wore* that big red hat.
Mary wore *that* big red hat.
Mary wore that *big* red hat.
Mary wore that big *red* hat.
Mary wore that big red *hat*.

SAY THE FOLLOWING FIRST *LAUGHINGLY*, THEN *SADLY*, AND LAST *ANGRILY*.

1. Am I going with you?

2. It just doesn't seem to fit.

3. What in the world have you been doing?

4. He told me he was going to fly across.

TAG ENDINGS

ADD TAG ENDINGS TO THESE STATEMENTS.

EXAMPLE: The first meal of the day is breakfast, isn't it?

1. In the United States, coffee is more popular than tea, ______________?
2. There is usually fruit for breakfast, ________________________________?
3. Rice isn't part of an American breakfast, ___________________________?
4. There are often eggs for breakfast, _________________________________?
5. There isn't usually any fish on the breakfast table, _________________?
6. There is often hot toast for breakfast, ______________________________?
7. Americans don't eat soup for breakfast, ______________________________?
8. Many people like butter and jelly on their toast, ___________________?
9. An American husband usually goes to work immediately after breakfast, ___?
10. After that, his wife washes the dishes, ______________________________?

EXAMPLE: People in the United States usually eat there biggest meal in the evening, don't they?

1. Most people eat lunch at noon, ____________________________________?
2. They often eat soup, sandwiches, or a salad at noon, _________________?
3. Children don't usually drink coffee or tea, __________________________?
4. In the United States, men and women often drink milk, ________________?
5. Bottles of milk are brought to the family's door every morning, ______?
6. Many school children eat lunch at school, ____________________________?
7. Most men can't leave their work long enough for lunch at home, _______?
8. They must eat their lunch in restaurants near their work, ____________?
9. People in the United States usually eat meat, potatoes, vegetables, and dessert for dinner, ____?
10. The children and their parents usually eat dinner together at about six o'clock, ____?

SIMILES

as sweet as sugar
as dry as a bone
as stubborn as a mule
as smart as a whip
as deaf as a stone
as straight as an arrow
as crooked as a dog's hind leg
as dry as a powder keg
as sly as a fox
as fast as a deer
as bright as a star
as ugly as sin
as blue as the sky
as deep as the ocean
as high as a mountain
as big as a box car
as tall as a tree
as brown as a nut
as gray as a November day
as red as a beet
as thick as pea soup
as green as grass
as poor as a church mouse
as rich as Croesus
as skinny as a reed
as thin as a rail
as fat as a pig
as pretty as a picture
as hot as a firecracker
as ugly as a witch
a mind like a steel trap
as brave as a bull
hands like ice
as smooth as silk
as narrow as a ribbon
as chocking as dust
as dry as a desert
as dumb as a doorknob
as loud as thunder

THIS HAS BEEN GIVEN TO YOU AS A LIST OF EXAMPLES OF SIMILES. NOW, YOU THINK OF AS MANY AS YOU CAN. THINK OF ONES THAT WE USE IN EVERYDAY SPEECH.

COUNTRIES AND THEIR LANGUAGES

COUNTRY	NATIONALITY	LANGUAGES(S)
Argentina	Argentinian	Spanish (official) Italian
Australia	Australian	English
Austria	Austrian	German
Brazil	Brazilian	Portuguese
Canada	Canadian	English, French
China	Chinese	Chinese
Cuba	Cuban	Spanish
Denmark	Danish	Danish
England	English	English
Egypt	Egyptian	Arabic
Finland	Finnish	Finnish, Swedish
France	French	French
Germany	German	German
Greece	Greek	Greek, Turkish
Haiti	Haitian	French
Hungary	Hungarian	Hungarian
Israel	Israeli	Ivrit
Ireland	Irish	English, Gaelic
Italy	Italian	Italian
Mexico	Mexican	Spanish
Netherlands	Dutch	Dutch
Norway	Norwegian	Norwegian
Panama	Panamanian	Spanish
Poland	Polish	Polish
Portugal	Portuguese	Portubuese
Russia	Russian	Great Russian, Ukranian, Byelorussian, Uzbek, Tartar, Kazakh, Armenian, Azerbaijani, Georgian,
Saudi Arabia	Arabian	Arabic
Spain	Spanish	Spanish
Switzerland	Swiss	German, French Italian
Turkey	Turkish	Turkish, Greek, Italian
United States	American	English
Vietnam (South)	Vietnamese	Anamese, French
Yugoslavia	Yugoslavian	Serbo-Croat, Slavene Macedonian

AMERICAN FAMILY RELATIONSHIPS

YOU are a MEMBER of a FAMILY.

Your MALE PARENT is your FATHER.

Your FEMALE PARENT is your MOTHER.

Your MALE SIBLINGS are your BROTHERS.

Your FEMALE SIBLINGS are your SISTERS.

Your PARENTS, BROTHERS AND SISTERS are your IMMEDIATE FAMILY.

Your FATHER'S FATHER is your PATERNAL GRANDFATHER.

Your MOTHER'S FATHER is your MATERNAL GRANDFATHER.

Your FATHER'S MOTHER is your PATERNAL GRANDMOTHER.

Your MOTHER'S MOTHER is your MATERNAL GRANDMOTHER.

Your FATHER'S SISTERS are your AUNTS.

Your FATHER'S BROTHERS are your UNCLES

Your MOTHER'S SISTERS are your AUNTS.

Your MOTHER'S BROTHERS are your UNCLES.

Your UNCLES' CHILDREN (on either side) are your COUSINS.

Your AUNTS' CHILDREN (on either side) are your COUSINS.

Your SISTERS' FEMALE CHILDREN are your NEICES.

Your SISTERS' MALE CHILDREN are your NEPHEWS.

Your BROTHERS' MALE CHILDREN are your NEPHEWS.

Your BROTHERS' FEMALE CHILDREN are your NIECES.

WORDS TO KNOW:

1. relations
2. male
3. female
4. parent
5. siblings
6. paternal
7. maternal
8. family
9. member

JUST FOR FUN

REACHING FOR THE STARS

L. Add three letters to star to make frighten.
2. Add two letters to star to make a wash day stiffening product.
3. Add one letter to star to make a long look.
4. Add four letters to star to make a sea creature.
5. Add five letters to star to make the right side of a ship.
6. Add four letters to star to make a bird.
7. Add one letter to star to make a bird.
8. Add one letter to star to make grim or bare.
9. Add three letters to star to make very hungry.
10. Add two letters before and one letter after star to make a pudding.

TRIMMING THE TREE

1. Decorate tre with two more letters to make a special surprise.
2. Decorate tre with three more letters to make a small river.
3. Decorate tre with three more letters to make a road.
4. Decorate tre with four more letters to make a New Jersey city.
5. Decorate tre with two more letters to make a footstep.
6. Decorate tre with four more letters to withdraw or retire.
7. Decorate tre with three more letters to make a line or stripe.
8. Decorate tre with seven more letters to make large.
9. Decorate tre with five more letters to make a pirates booty.
10. Decorate tre with four more letters to make a latticework for roses.

ON THE LIGHT SIDE

1. Add two letters to light to make happiness.
2. Add five letters to light to make a beacon.
3. Add four letters to light to make sky electricity.
4. Add one letter to light to make an airplane trip.
5. Add seven letters to light to make gay or happy.
6. Add one letter to light to make a sad situation.
7. Add six letters to light to make dizzy.
8. Add three letters to light to make the opposite of night.
9. Add one letter to light to make slender or frail.
10. Add two letters to light to make less heavy.

Emphasizing of different words in the same sentence.

THE *WAY* THAT YOU SAY SOMETHING IS SOMETIMES MORE IMPORTANT THAN *WHAT* YOU SAY.

TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE. That is exactly what she said.

That is exactly what she said.
That *is* exactly what she said.
That is *exactly* what she said.
That is exactly *what* she said.
That is exactly what *she* said.
That is exactly what she *said*.

NOW TRY THIS SENTENCE: He was here a minute ago.

He was here a minute ago.
He *was* here a minute ago.
He was *here* a minute ago.
He was here *a* minute ago.
He was here a *minute* ago.
He was here a minute *ago*.

INTERPRET THIS ONE: Did you smell that awful tar?

Did you smell that awful tar?
Did you *smell* that awful tar?
Did you smell *that* awful tar?
Did you smell that *awful* tar?
Did you smell that awful *tar*?

INTERPRET THIS SENTENCE: Jane wore that orange mini=skirt.

Jane wore that orange mini-skirt.
Jane *wore* that orange mini-skirt.
Jane wore *that* orange mini-skirt.
Jane wore that *orange* mini-skirt.
Jane wore that orange *mini*=skirt.
Jane wore that orange mini-*skirt*.

SAY THE FOLLOWING SENTENCES FIRST LAUGHINGLY, THEN SADLY, LAST ANGRILY.

1. Is he going with you?

2. This is just too big.

3. What on earth did you eat?

4. He told me he was going to learn to ski.

PAST UNREAL SENTENCES
REGENTS II--p. 108

Here are some more conditional sentences of the type known as past-unreal conditions. For further practice with this type of condition, supply the correct form of the verbs in parenthesis.

1. If Henry had studied harder, he__________(pass) his examinations.
2. If I had had your telephone numer, I____________(call) you.
3. If yesterday had been a holiday, we___________(go) to the beach.
4. If I had known about this last night, I___________(act) differently.
5. If he had attended class more regularly, he_______(get) a better grade.
6. If they had left earlier, they__________(catch) the train.
7. If I had been in your place, I_________(refuse) to give him the money.
8. If I had seen her, I___________(give) her your message.
9. If they had come on time, I_____________(talk) with them.
10. If he had had more experience, he___________(get) the job.
11. If she had paid more attention in class, she________(do) better on her test.
12. If they had invited me, I_________(go) with them.
13. If I had had the money, I__________(buy) that car.
14. If she had acted differently, we______________(take) her along.
15. If I had been in your position, I___________(go) with them.
16. If you had gone with us, you_______________(meet) her.
17. If I had had a car last summer, I_____________(drive) to California.
18. If it had not rained, we__________(go) on a picnic yesterday.
19. If you had come earlier, you_____________(have) a fine dinner.
20. If she had told me the truth, I_____________(be) less angry.
21. If I had known it was going to rain, I__________(take) my umbrella.
22. If we had hurried, we___________(get) there in time.

CONDITIONAL SENTENCES

L. If john studies hard, he ________(pass) his examination.

2. If I have the time tomorrow, I ________(visit) you.

3. If he doesn"t hurry, we ________(miss) our train.

4. If the weather is good next week, we probably ________(go) hunting.

5. If it doesn"t rain tomorrow, we ________(go) to the beach.

6. If you attend class regularly, you ________(learn) much English.

7. If they leave early enough, they ________(be) able to get tickets.

8. If May calls, I ________(tell) her about our change in plans.

9. If we decide to go to the beach, I ________(let) you know.

10. If it snow tonight, we ________(have) to stay at home all day tomorrow.

11. If the weather continues to be so cold, I ________(have) to buy some warmer clothing.

12. If I get a good mark on my examination, my parents ________(be) pleased.

13. If I have time, I ________(give) you a ring tomorrow.

14. If I have a car next summer, I ________(drive) to the beach every day.

15. If we have enough money, we ________(take) a trip abroad next summer.

16. If he works hard, he ________(earn) much money on that job.

17. If they get married now, they ________(have) to live with his parents.

18. If John comes before I leave, I ________(explain) everything to him.

19. If you go to bed earlier, you ________(be) less tired.

20. If you practice every day, you ________(play) the piano well.

FROM REGENTS II" Page 103

AFTER CHRISTMAS

The days that follow Christmas
I like the best of all.
The rushing then is over
As friends drop in to call.

Enjoy fruit cake and cookies
And cups of tea to cheer,
There's time to read the letters
The cards from far and near.

The house is gay and festive
With tree and candlelight,
The crimson decorations
A picture of delight.

The memories of Santa
Are pleasant to recall;
The days that follow Christmas
I like the best of all.
Hilda Butler Farr

HAPPY NEW YEAR

TOMORROW

Tomorrow I'm going to get a gift
(So near to Christmas, too!)
This gift is always fresh and bright
Yet it lasts a whole year through;
It's made in sections, and each day
I open one, brand new.

Tomorrow I'll begin it: how
Exciting it will be!
Three hundred sixty-five the times
A fresh surprise I'll see;
Tomorrow I'm to get a gift--
A Whole New Year--for me!
Dorothy Brown Thompson

Of all the gifts that come to cheer,
The best one is a brand-new year.
Snow-wrapped and holly decked, it comes
To richest and poorest homes.
Twelve jeweled months all set with days
Of priceless opportunities.

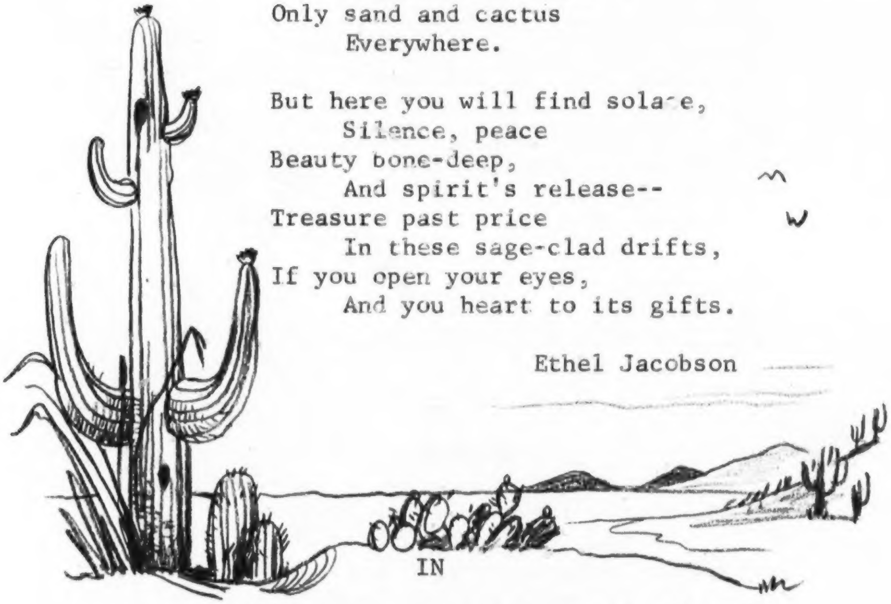
A silver moon and golden sun,
With diamond stars when day is done,
And over all a sapphire sky,
Where pearly clouds go floating by.
Be grateful for the year that brings
So many and such precious things.
Bertha E. Jacques

DESERT TREASURE

This land is so forbidding,
Bleak and severe,
Blazing in the noonday,
Ashen, sere,
Shivering in starlight,
Shelterless, bare --
Only sand and cactus
Everywhere.

But here you will find solace,
Silence, peace
Beauty bone-deep,
And spirit's release--
Treasure past price
In these sage-clad drifts,
If you open your eyes,
And you heart to its gifts.

Ethel Jacobson



IN

Both sunrise and sunset are a blaze of glory!
Each in its own way tells a most thrilling story
Of the Master Mind who invented it all
To fill souls with wonder and hold them in thrall.
The wonderful colors the Desert displays
Make gorgeously beautiful the nights and days;
And over it all is the wonderful peace
That settles upon one, and seems to increase
Till the Heavens above one, down to the earth's sod,
Proclaim the encompassing Presence of God!

Practice of final /t/ and /s/

THE MONTHS

January brings the snow.
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers
Apricots and gillyflowers.

August brings the sheaves of corn,
Then a harvest home is borne.

Warm September brings the fruit;
Sportsmen then begin to shoot.

Fresh October beings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast;
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

Sara Coleridge

SOLO: Into the basin put the plums,
ALL: Stirabout, stirabout, stirabout!
SOLO: Next the good white flour comes,
ALL: Stirabout, stirabout, stirabout!
SOLO: Sugar and peel and eggs and spice,
ALL: Stirabout, stirabout, stirabout!
SOLO: Mix them and fix them and cook them twice,
ALL: Stirabout, stirabout, stirabout!

Anonymous

Lucy Locket lost her pocket,
Kitty Fisher found it;
Not a penny was there in it.
Just the ribbon round it.

La, la, la, la, la, la, la,
Kitty Fisher found it;
La, la, la, la, la, la, la,
Just the ribbon round it.

Hot-cross buns!
Hot-cross buns!
One a penny, two a penny,
Hot-cross buns!

Hot-cross buns!
Hot-cross buns!
If ye have no daughters,
Give them to your sons.

Put my clothes upon a chair,
Put my shoes beneath my bed,
Put my hands up for a prayer,
Be quite still until it's said,
Put my robe where I can find it,
Put! Put! Put! Put! Put! to bed!

Agnes Curren Hamm

A fat rat sat upon a mat,
A fat cat sat there too;
The mat couldn't hold both
cat and rat
So one had to move--can you
guess who?

Audrey Heine

RELATIVE CLAUSES - LAB II

FILL EACH BLANK WITH who, whom, OR whose.

EXAMPLES: Actresses are women who act in plays or movies.

The person by whom the play is written is called a playwright.

Shakespeare was a 16th century playwright whose plays are still very famous.

1. Walt Whitman was an American __________ wrote poems during the 19th century.
2. Abraham Lincoln was a president __________ father had been a carpenter.
3. A guest always writes a "thank-you" note to a family in __________ home he has spent the night.
4. The hostess is the person to __________ the "thank-you" note should be written.
5. Students __________ need money often do part-time work while they are in college.
6. Students __________ grades are very high often receive scholarships to help them pay for their education.
7. An orphan is a child __________ parents are dead.
8. Parents are the people from __________ a child learns the most.
9. The children with __________ a child plays are called his playmates.
10. George Washington Carver was a famous Negro scientist __________ improved methods of farming in the southern part of the United States.

RELATIVE CLAUSES

FILL EACH BLANK WITH who OR which:

EXAMPLES: George Washington was a general who later became the first President of the United States.

A subway is a kind of train which runs under the ground.

1. Abraham Lincoln was the President ________ died at the end of the Civil War.
2. People _____ work in an American city often live in small towns outside the city.
3. Skyscrapers are buildings ________ seem to scrape the sky.
4. Detroit is a city _________ is famous for making automobiles.
5. An author is a person __________ writes books.
6. Something _________ costs very little is cheap.
7. Americans _________ live in the south pronounce English in a special way.
8. "How do you do?" is said by two people _________ have just been introduced to each other.
9. People _________ don't have much money to spend on food often eat in cafeterias.
10. How does the government spend the money _________ it gets from taxes?

REGENTS II - PAGE 59
VOCABULARY REVIEW - MISTAKES IN

IN EACH OF THE FOLLOWING SENTENCES THERE IS A ONE-WORD MISTAKE IN FACT. THIS MISTAKE IS UNDERLINED. CORRECT THIS MISTAKE.

1. There are fifty-six weeks in a year.

2. The opposite of STOUT is fat.

3. To board a train is to get off it.

4. Grass is generally red in color.

5. The word SLEEPY is a noun.

6. December is the tenth month of the year.

7. The opposite of LOOSE is find.

8. The opposite of STRAIGHT is round.

9. In the word WRIST the letter r is silent (not pronounced.)

10. A triangle is a geometrical figure having four sides.

11. To CALL ON someone is to telephone him.

12. The Pacific Ocean lies east of the United States.

13. The sun always rises in the west.

14. Grapes grow on trees.

15. We always buy and sell eggs by the pound.

16. The term of office of the President of the United States is six years.

17. There are thirty-nine inches in a yard.

18. A man who is deaf cannot see very well.

19. A common English proverb is "A stitch in time saves eight."

20. Columbus discovered America in 1482.

21. The past participle of the verb TO BE is was.

22. The past participle of the verb TO SEE is saw.

MEAL ORDERING DIALOGUE

DIALOGUE: ORDERING DINNER (A COUPLE ENTERS THE RESTAURANT: A WAITER COMES TO MEET THEM.) (M-MALE CUSTOMER----W-WAITER)

M: Could we have a table for two please?

W: Yes, sir. There's a nice table right over there.

M: Thank you. May we have the menu, please?

W: Right away, sir. (pause)

W: Would you like to order dinner now, sir?

M: Yes, thank-you. (pause) We'd like the fried chicken dinner for two please.

W: What would you like to drink, sir?

M: Coffee, please.

W: Thank you, sir. (pause)

(THEY EAT. WAITER COMES BACK LATER)

W: Would you like to order dessert now, sir?

M: Yes, thank you. What desserts do you have?

W: We have banana cake, strawberry short-cake, apple pie, cherry pie and lemon cream pie.

M: We'll have the strawberry short-cake, please.

W: With or without ice cream, sir?

M: Without ice cream, thank you.

W: Very well, sir.

(AFTER THE MEAL IS OVER, BEFORE THE COUPLE LEAVES THE RESTAURANT)

M: That was a very fine meal. We enjoyed it very much. Thank you.

W: Thank you, sir. It was a pleasure to serve you.

****

1. What do you have for breakfast?
2. Toast and coffee.
1. That's not enough,
2. Oh, I have other things - like eggs and juice.

PUZZLE FOR VOCABULARY BUILDING

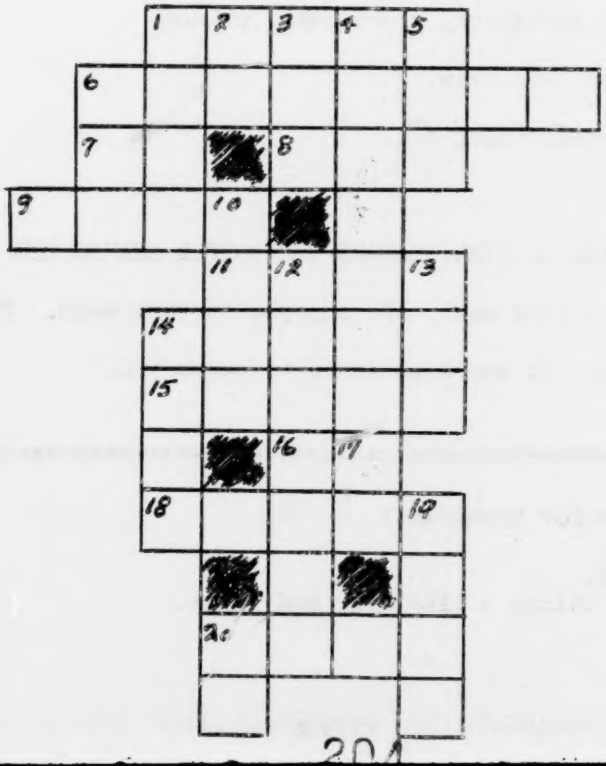
WHAT'S THE GOOD WORD?

ACROSS

1. Small particle of dust
6. People who landed on Plymouth Rock in 1620
7. Form of a
8. Breakfast cereal; ______meal
9. Insist; encourage in action ask strongly
11. Face of a clock or compass
15. Dined; consumed
16. Sixth note in musical scale
18. Poetic form of beneath
20. Not doing anything

DOWN

1. Produce music with your voice
2. Abbreviation for place
3. Self
4. Man's necktie
5. Set of tools; short for kitten
6. Equal to; standard; golf term
10. Prepare for publication
12. Land where the shamrock grows
13. Dangerous substance used in making soap
14. Mending holes in socks
17. Abbreviation for atmosphere
19. Pay attention to; listen to
20. Within; inside



POEMS ABOUT THE NAVAJO

IT IS NOT:

The Navajo Reservation a lonesome place?
It is not:
The skies are sunny,
Clear blue,
Or gray with rain.
Each day is gay
In nature's way.
It is not a lonesome place at all.

A Navajo home shabby and small?
It is not:
Inside there's love,
Good laughter,
And big talk.

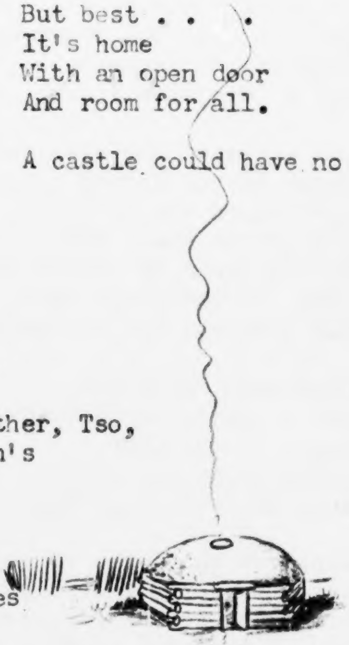
But best . . .
It's home
With an open door
And room for all.

A castle could have no more.

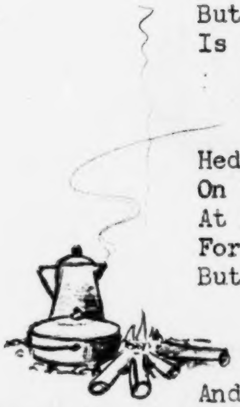
WOULDN'T YOU?

Little Chee, and his brother, Tso,
To their grandma Heda Bah's
Love to go.

She hasn't any pie
And she hasn't any cake
And she hasn't any cookies
Like your grandma makes.



But boiling on the camp-fire,
Is a pot of mutton stew!
Oh, how I'd love to have some!
Wouldn't you?



Heda Bah's table is a smoothed-off spot
On the bare level ground for the cooking-pot
At Heda Bah's table you eat like a mouse,
For there's not a single dish in Heda Bah's house!
But a bent tortilla will make a spoon or two.
I'd just love to try it!
Wouldn't you?

And when the meal is over
There is not a dish to do!
I'd rather be an Indian——
Wouldn't you?

NAVAJO HISTORY

Long ago a young Navajo prayed for the things he valued most in life. How do his values compare with yours today?

NAVAJO PRAYER
Anonymous

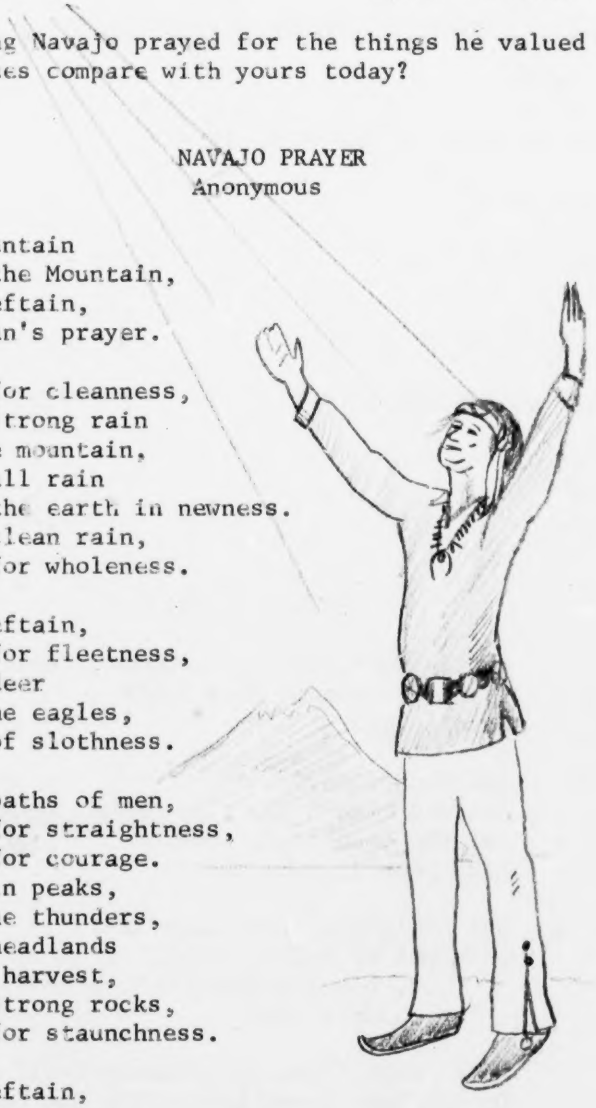
Lord of the Mountain
Reared within the Mountain,
Young man, Chieftain,
Hear a young man's prayer.

Hear a prayer for cleanness,
Keeper of the strong rain
Drumming on the mountain,
Lord of the small rain
That restores the earth in newness.
Keeper of the clean rain,
Hear a prayer for wholeness.

Young man, Chieftain,
Hear a prayer for fleetness,
Keeper of the deer
Reared among the eagles,
Clear my feet of slothness.

Keeper of the paths of men,
Hear a prayer for straightness,
Hear a prayer for courage.
Lord of the thin peaks,
Reared among the thunders,
Keeper of the headlands
Holding up the harvest,
Keeper of the strong rocks,
Hear a prayer for staunchness.

Young man, Chieftain,
Spirit of the Mountain.



UNDERSTANDING THE POEM

1. For what qualities is the young Navajo praying?

2. By what titles does the Navajo address the Lord of the Mountain?

3. What is contributed to the total effect by the form and rhythm of the lines? By the dignified language?

NAVAJO DATELINES

EVENTS IN NAVAJO HISTORY - TAKEN FROM THE NAVAJO TIMES, JANUARY 26, 1967

1754 - The Navajos lived on mesa tops and other locations to defend themselves from the Utes.

1766 - This trouble with the Utes continued and the Navajos welcomed the Spanish coming in.

1773 - Utes invaded Navajo country.

1775 - A period when Navajos and Utes banded together with the plan to destroy a Hopi settlement.

1792 - Navajos again banded together with the Utes against the Comanches.

1804 - Navajos and Utes began fighting each other again.

1818 - Navajos and Utes banded together against the Spaniards.

1828 - Navajos did not band together with the Utes against the Spaniards because they (the Navajos) wanted to keep the peace.

1841 - Navajos and Utes began fighting each other again. This ended in 1863 with the Carson campaign which sent the Navajos to Fort Sumner.

1841 - 1860 - Occasional war continued between the Navajos and the Utes.

1845 - Chief Narbona and three Navajo warriors went to Santa Fe to see the Comandante General. They told him the Utes had sent them to talk about peace between the Utes and the Spaniards.

1852 - The Navajos and Utes again went to war because of two killings.

1855 - A peace treaty was signed between the Utes and Spaniards. Some Navajos were present at the treaty signing. The Navajos and Utes were then at peace with each other.

1856 - (September) Peace between the Navajos and Utes continued until this date when a Navajo war party attacked some Capote Utes.

(CONTINUED)

1856 - 1862 (with a brief from December, 1858 to August, 1859) War continued between the Navajos and the Utes.

1863 - Navajo exile to Fort Summer - the Carson campaign.

1864 - Utes overran the country abandoned by the Navajos.

1865 - Utes attacked Chief Manuelito's band and took much of his stock.

1866 - Major Pfeiffer advised the Utes to make peace with the Navajos. The Utes did not and many Navajos, including the wounded Manuelito, surrendered to the military.

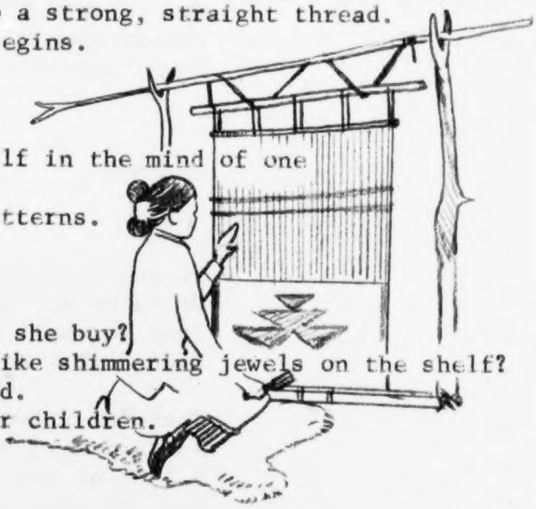
1868 - (June 1) The Navajos returned to a portion of their homeland. The Utes continued to raid them occasionally until a peace treaty between the two tribes was signed on November 30, 1868.

THE NAVAJO RUG

Like pieces of fallen cloud, the sheep are scattered on the hillside.
In the summer's hot wind and the winter's cold, the woman herds them.
To the hills in the day, to the corral at night,
To fresh grass and water she herds them.
The rug begins in Strength.

A storm drapes itself around the mountain. The sheep are restless.
They scatter. The woman tries to gather them. She cannot.
She kneels in the dust of the land to pray. The sheep come together.
To the rug is added Faith.

The sheep are sheared. The wool stands in fat bag against the wall.
Now the carding begins. Short, quick strokes. Fibers straight. Dirt combed out.
Now the spinning begins. Turning, turning, turning, turning on the spindle
While knowing fingers pull the wool into a strong, straight thread.
Now the washing begins; now the dying begins.
Into the rug goes Patience.



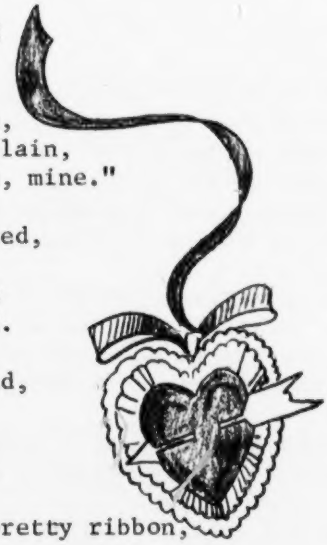
The rug grows slowly on the loom.
Its design, unwritten, has gathered itself in the mind of one
Who has long looked out upon the land
And seen its ever-changing colors and patterns.
The rug is woven in Beauty.

The way to the trading post is long.
And when the woman gets there, what will she buy?
Lengths of satin and velvet that shine like shimmering jewels on the shelf?
New dishes, a cooking pot--hers is so old.
No. This and this and--yes--this for her children.
And this and this for her man.
For herself, not a thing.
The rug is finished in Love.

The woman is gone. You come to buy. The price is too much?
No, my friend. Not for this rug. Not for what is in it.
All that the woman is, is in this rug.
All she thinks, all she believes, all her skills, all she dreams of and hopes for
Have been woven into one in this rug.
And for all this, the price is never too much. Because you see, my friend,
The rug is the Woman

Barbara J. Warren

VALENTINE SURPRISE



Off to the store ran Jane
To buy her mother a Valentine,
It couldn't be too fancy or plain,
Or have the usual saying, "Be, mine."

All of the stores were searched,
But nothing could be found.
So Jane went home and thought
Until a good idea came 'round.

She got out needles and thread,
And decorating tape,
When the sewing got underway
The gift began to take shape.

The package had violets and pretty ribbon,
And cutouts of Cupid's darts.
Mother opened it and to her surprise,
Found some giant candy hearts.

Linda Ramball

VALENTINE VILLAGE

If you've ever thought about hearts so red,
Or candy spread out on a table,
Then you must have thought of Valentine Village
Though most people think it's only a fable.

There're Valentine people
And Valentine dogs,
Valentine houses
Made of Valentine logs,

There're Valentine churches,
And Valentine hills,
Valentine hot dogs,
And Valentine pills,

There're a Valentine store,
And a Valentine "soc,"
A Valentine kitten,
And A Valentine cook.

So if ever you're thinking of hearts so red,
Or candy spread out on a table.
Be sure to think of Valentine Village
Even if it is a fable.

Elizabeth Hoyt

INTONATION PRACTICE

SUBSTITUTION DRILLS

1. What's your nationality? Are you ?
   - American
   - Spanish
   - French
   - Japanese
   - Congoleze
2. What do you come from?
   - part of the world
   - geographical area of the world
   - place in the world
   - kind of climate
3. I'm . What's your nationality?
   - an American by birth
   - a naturalized American
   - A native Australian
4. I was born in Spain, but
   - I'm a citizen of France.
   - I grew up in South America.
   - my father was from Korea.
   - I don't have Spanish citizenship.
   - I have retained Burmese citizenship.
5. Do you know what the population of is?
   - Japan
   - the U.S.
   - the Phillippines
   - Indonesia
   - Thailand
6. What's the area of the Congo in ?
   - square miles
   - square meters
   - hectares
   - acres of land
7. Who's the of this ?
   - governor
   - head
   - mayor
   - president
   - chief of state
   - leader

   - state
   - government
   - city
   - republic
   - nation
   - political party
8. According to the latest census, our population has
   - increased
   - decreased
   - remained same
   - declined
9. , the country is divided into
   - Politically
   - Geographically
   - Culturally
   - Industrially

   - fifty states
   - ten regions
   - two sections
   - three major areas

PRACTICE THESE DIALOGUES. WATCH YOUR INTONATION.

I. MILDRED AND PETER

MILDRED: What do you want to eat for dinner, Peter?

PETER: Do we have any fish in the freezer, Mildred?

MILDRED: We finished the fish last week, but we have roast beef tonight.

PETER: The roast sounds delicious. When will we eat dinner?

MILDRED: We'll eat between six and six-thirty, but I'll need some help.

PETER: I'll peel three potatoes, wash the string beans, and make the iced coffee.

II. CUSTOMER AND CLERK

CUSTOMER: Give me a loaf of bread, a half-dozen eggs and some raspberries.

CLERK: Yes, Ma'am. Do you need any fresh fruit or vegetables? We have some nice lettuce, carrots, tangerines, and lemons.

CUSTOMER: How much is the lettuce? Are you sure it's fresh?

CLERK: Yes, it's very fresh and only ten cents a head.

CUSTOMER: I'll take a head of lettuce, two pounds of tangerines, and seven lemons.

CLERK: May I help you with anything else?

CUSTOMER: I don't think so. How much will that be?

CLERK: A dollar seventy-five, please.

CUSTOMER: Here you are.

CLERK: Thank you very much, and come again.

CONDITIONAL SENTENCES

From: Allen and Allen:
Review Exercises for EFL,
T. Y. Crowell Co., N. Y.
pp 62-63.

CHANGE EACH OF THESE SENTENCES INTO A SENTENCE WITH if and not.

EXAMPLE: Mr. Bell's car hit a taxi last night because he was driving too fast.

Mr. Bell's car would not have hit a taxi last night if he had not been driving too fast.

1. He was driving too fast because he needed to get home quickly.
2. He needed to get home quickly because his family was in danger.
3. His family was in danger because his house was on fire.
4. His house was on fire because there were many cans of paint in his basement.
5. There were many cans of paint in his basement because he was planning to paint his kitchen.
6. He was planning to paint his kitchen himself because he didn't have enough money to pay someone else high wages for painting it.
7. The fire started because the cans of paint were too near the furnace.
8. His car hit the taxi because he wasn't driving carefully.
9. He wasn't driving carefully because he was worrying about the fire.
10. He will have to go to court next Wednesday because his car hit that taxi last night.

ASKING QUESTIONS

READ each statement. Then ask two questions based on the statement. (The first words of the questions are below the statement.)

EXAMPLES: Mr. and Mrs. Benson and their three children live on Yale street.
Where do Mr. and Mrs. Benson and their three children live?
On what street do Mr. and Mrs. Benson and their three children live?
They would like a new house because this old one is too far from Mr. Benson's office.
What would they like?
Why would they like a new house?

1. Mr. Benson works in a newspaper office.
Where_______________
In what kind of office_________________

2. The two oldest children leave the house at 8:30 in the morning because they have to go to school.
At what time_______________
Why_______________

3. The youngest stays home with his mother because he's too young to go to school.
Where_______________
Why_______________

4. Barbara Benson goes to the Independenceville elementary school.
Where_______________
To what school_______________

5. Paul Benson sometimes goes to school by bus because his high school is far from his home.
How_______________
Why_______________

6. Little Kenny Benson plays with the neighbors' children for an hour or two each monring.
With whom____________________
For how long_________________

7. Mrs. Benson takes Kenny with her when she goes to the store.
Whom_______________
When_______________

8. Mrs. Benson buys fish at the seaview Market every Friday.
Where_______________
On what day_______________

9. She usually takes her metal grocery cart with her when she goes shopping because the packages are too heavy to carry in her arms.
What_________________
Why_______________

10. Kenny ran away from his mother in the grocery store last week and he broke three bottles of pickles all over the floor.
When_______________ grocery store?
How many____________ break?

ASKING QUESTIONS

Kenny Benson asks questions all day. His mother tries to answer his questions because she knows that children learn by asking. Look at each of Mrs. Benson's answers, and guess the question that Kenny asked. (Some of the words in the questions are already there.)

EXAMPLE: KENNY: "Where does milk come from?"
MRS. B: "Milk comes from cows."

1. Kenny: "Where ____________________ from?"
Mrs. B: "Rain comes from clouds."

2. Kenny: "What ____________________ made of?"
Mrs. B: "Your ball is made of rubber."

3. Kenny: "Where ____________________?"
Mrs. B: "Birds sleep in trees."

4. Kenny: "Why ____________________?"
Mrs. B: "People can't fly because they don't have wings."

5. Kenny: "Why ____________________ dark here at night?"
Mrs. B: "It's dark here at night because the sun is shining on the other side of the world."

6. Kenny: "What ____________________?"
Mrs. B: "Hush man 'Be quiet!'"

7. Kenny: "Why ____________________ glasses?"
Mrs. B: "Daddy wears glasses because they help him see better."

8. Kenny: "When ____________________ Daddy?"
Mrs. B: "I married Daddy a long time ago."

9. Kenny: "Why ____________________?"
Mrs. B: "Children have to go to bed early in order to stay healthy and strong."

10. Kenny: "What ____________________?"
Mrs. B: "I don't know what giraffes eat. Ask your father."

Read each statement. Complete each question based on the statement, and answer it.

EXAMPLES: Ed Hudson played tennis at the Wilwood Club yesterday afternoon.

Where did Ed Hudson play tennis yesterday afternoon?	He played tennis at the Wilwood Club then.
When did Ed Hudson play tennis at the Wilwood Club?	He played tennis there yesterday afternoon.

1. Ed usually plays tennis with Joe Curley on Wednesdays and Fridays.
With whom____________________
On what days________________

2. Joe's father's drugstore is on the corner of Main Street and Noble Avenue.
Where________________________
On which corner______________

3. Mr. Curley's drugstore was on Middle Street ten or twelve years ago.
Where________________________
When_________________________

4. People often eat sandwiches and ice cream in American Drugstores.
What_________________________
Where________________________

5. People often go to a drugstore when they are hungry or thirsty.
Where________________________
When_________________________

6. Ed and Joe went to Mr. Curley's drugstore because they were thirsty after their tennis game.
Where________________________
Why__________________________

7. Ed asked for a chocolate ice cream soda.
What_________________________
What kind of ice cream soda_________________________

8. The two tennis players felt very hot and very tired after their game.
How__________________________
When_________________________

9. While they were drinking their sodas, they discussed the game.
When_________________________
What_________________________

10. After they had finished their sodas, they went to Ed's house, by bus.
Where________________________
How__________________________

Read each statement. Complete each question based on the statement. Then answer the question, using a short answer.

EXAMPLES: Ed and Joe played tennis yesterday.

Who played tennis yesterday? Ed and Joe did.

What did Ed and Joe play? They played tennis.

1. Ed and Joe drank sodas after the game.
   Who____________________________
   What___________________________

2. Ed often eats sandwiches in drugstores.
   Who____________________________
   What___________________________

3. Joe likes ice cream very much.
   Who____________________________
   What___________________________

4. Mr. Curley sells toothbrushes, toothpaste, and soap.
   Who____________________________
   What___________________________

5. Mrs. Curley sometimes helps Mr. Curley in the drugstore.
   Who____________________________
   Whom___________________________

6. Mrs. Curley was a teacher before she was married.
   Who____________________________
   What___________________________

7. Mr. Curley works in the drugstore six or seven days a week.
   Who____________________________
   How many days a week____________________________

8. A man who owns a drugstore can't have many vacations.
   Who____________________________
   What___________________________

9. Mrs. Curley wants to take a long trip with Mr. Curley some day.
   Who____________________________
   What kind of trip______________________________

10. Mr. Curley doesn't want to go because he thinks he shouldn't leave the store.
    Who____________________________
    Why____________________________

ASKING QUESTIONS

Make questions based on these statements. Each question should begin with HOW. Answer each question.

EXAMPLE: English teachers usually speak clearly.

How do English teachers usually speak?

They usually speak clearly.

1. Tom's uncle sang beautifully last Sunday.
2. Cats walk very quietly.
3. Farm children often go to school by bus.
4. A baseball player hits the ball with a bat.
5. Some people learn foreign languages by listening to the radio.
6. The worst student in our class still spells dinner with only one "n".
7. They clean these blackboards with a soft cloth every evening.
8. People should always write stopped with a double "p".
9. Ed and Joe shook hands very cordially after their tennis game.
10. Ed felt very tired after playing tennis all afternoon.

From: Allen and Allen: Review Exercises
in EFL, T. Y. Crowell Co., N. Y. Past, Present and Future Tense

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to be.
Example: There were no letters for me last week, but perhaps there will be some mail for me next week.

1. Today ____________ February 3rd; a week from today will be February 10th.
2. Yesterday _______ Monday; the day after tomorrow _________ Thursday.
3. There __________ no school next Wednesday, and there _________ a holiday last Wednesday, too.
4. You ________ on time yesterday morning, but two of your classmates _______ late.
5. Tom and I __________ met in class yesterday afternoon; we __________ at the dentist's then.
6. There ___________ only fifteen students in my class when I _______ in the third grade.
7. This town _________ much smaller when my grandparents _________ young.
8. Once upon a time there _________ three bothers who _______ very strong and brave.
9. In those days, there ___________ a cruel king whose prisons _____ always full.
10. This story _________ very popular among children years ago, and it _______ still popular with children today.

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to be.

There was a meeting of the Parent-Teacher Association at our school last night. There ______ many people at the meeting. There ______ another meeting tomorrow afternoon. Our teacher ______ at the meeting yesterday evening, and he _______ at the meeting tomorrow, too; but he ___________ not in school right now. He _________ at home now because there ________ an accident in front of his house last night. Three people _________ in the hospital now because of that accident, and there __________ no glass in our teacher's front windows for the same reason. The people who __________ in that accident last night will drive their cars more carefully from now on.

From: Allen and Allen: Review Exercises for EFL, T. Y. Crowell, N.Y.

Changing Positive to Negative

THESE SENTENCES ARE UNTRUE. MAKE THEM TRUE BY CHANGING THE VERBS TO THE NEGATIVE.
Example: Most people swim when the weather is very cold.
Most people don't swim when the weather is very cold.

1. Water boils when it is on a cold stove.
2. People shut windows when they feel warm.
3. Southern countries usually have a very cold climate.
4. When a person is tired, he usually wants to work.
5. When there is an examination, the worst students usually get high marks.
6. It's easy to have a conversation while children are making noise in the same room.
7. Airmail stamps are cheaper than regular stamps.
8. Most people who live in the United States speak Spanish.
9. A football player hits the ball with a stick.
10. Students would like to go to school seven days a week.

SOME of these sentences are foolish or untrue. Change the verb to the negative if the sentence is untrue. Otherwise, just copy the sentence without making any changes. EXAMPLES: Please be late for school. Please don't be late for school.
Every week has seven days. Every week has seven days.

1. Please be angry.
2. Small children should play with knives.
3. Always write your sentences carefully.
4. Let's go to the movies until we have finished studying.
5. People are proud of their mistakes.
6. One should be polite to visitors.
7. There are thirty-four hours in every day.
8. Let's open the windows, because I feel cold.
9. I studied English when I was nine months old.
10. On sunny days, most people wear raincoats.

Ellen and Allen: Review Exercises for EFL
T. Y. Crowell Co., N. Y.

Tag Endings

ADD TAG ENDINGS:

Example: It was raining when you left your house this morning, Wasn't it?

1. People shouldn't be late unless it's really necessary,____________________?
2. People always hope that things will be better soon,______________________?
3. People don't usually eat their dessert before they have finished eating their meat and vegetables,____________________________?
4. Parents believe that their children should be both clever and good,__________?
5. In the United States, bus travel doesn't cost as much as train travel__________?
6. The movie that we saw last week was quite interesting,________________________?
7. Let's listen to the radio program that the teacher mentioned,__________________?
8. You won't be angry if I suggest something,____________________________________?
9. Tom has been writing letters all afternoon, but he should be finished by now,___________________________?
10. You haven't forgotten what the teacher asked us to do for homework,____________?

Example: Let's ask the teacher what that word means, shall we?

1. Let's ask Mrs. Hudson if we can help her in any way,__________________________?
2. Last night Mrs. Hudson made some sandwiches for her children to take to school today,___________________________?
3. Mr. Hudson is waiting for his son to help him cut the grass,___________________?
4. He washed his car before he went to his office yesterday,______________________?
5. Because there are few servants in the United States, children must help their parents with the housework ____________________________?
6. This cake that Tom's sister made is really delicious,______________________?
7. When Tom's mother wasn't feeling well last night, Tom washed the supper dishes,______________________________?
8. American boys and girls often study together while they are in high school_________?
9. Jim Cox has invited Sally Thompson to go to a movie with him next Saturday,______________________________?
10. Sally won't forget to come home before midnight if her parents tell her to,______________________________?

From: Allen and Allen, Review Exercises
in EFL, T. Y. Crowell Co., N.Y.

Present, Past and Future Tenses

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to have. (The time is present unless some other time is mentioned).

Example: Sally Thompson has red hair.

1. Sally and her brother ________ many friends in New York City.

2. One of their friends ________ a new car.

3. Sally isn't very well just now; she ________ a cold for two or three days.

4. Arizona is a state which ________ a very dry climate.

5. Most of the eastern states ________ many rainy days each year.

6. We usually ________ an English test at least once a month.

7. We ________ a different teacher last Thursday because our regular teacher was sick.

8. We ________ visitors in our class three times since the beginning of the year.

9. I ________ three mistakes on my paper yesterday.

10. Two of the students in this class ________ perfect papers for more than a week.

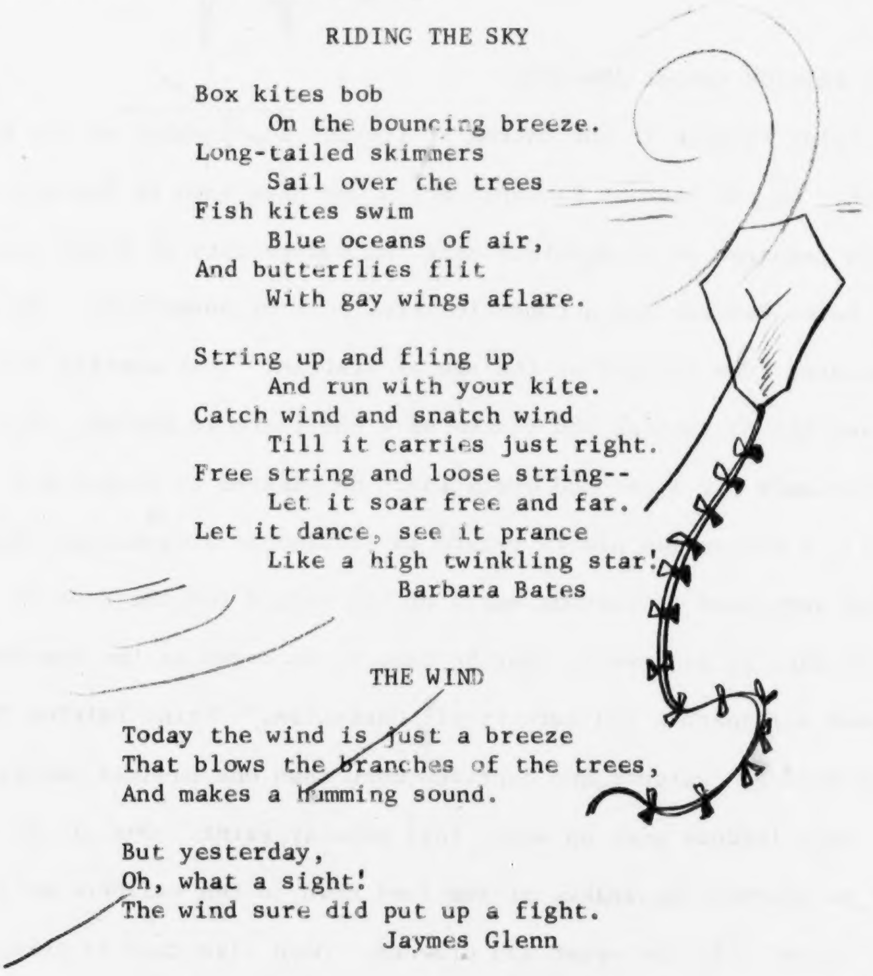
FILL IN EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to do.

Some people do their homework in the afternoon; other people ________ their homework at night. My brother always ________ his homework from 6:30 to 9:00 pm now, so he ________ his homework for tomorrow right now.

Last night I ________ something very foolish. I ________ three exercises that I ________ once before. Because I"m a rather careless person, I often ________ foolish things like that. What can I ________ about being so careless?

My two sisters aren't studying much now; they ________ something else. They ________ their homework a few hours ago, so their work is already finished.

SEASONAL MATERIAL FOR CHORAL READING



RIDING THE SKY

Box kites bob
    On the bouncing breeze.
Long-tailed skimmers
    Sail over the trees
Fish kites swim
    Blue oceans of air,
And butterflies flit
    With gay wings aflare.

String up and fling up
    And run with your kite.
Catch wind and snatch wind
    Till it carries just right.
Free string and loose string--
    Let it soar free and far.
Let it dance, see it prance
    Like a high twinkling star!
        Barbara Bates

THE WIND

Today the wind is just a breeze
That blows the branches of the trees,
And makes a humming sound.

But yesterday,
Oh, what a sight!
The wind sure did put up a fight.
        Jaymes Glenn

STIRRING

In the park today,
Listening, listening.
Only the wind,
Howling, howling,
Not a voice, not a word,
Listening, listening
        Sharon Vardamis

SEASONAL MATERIAL SAINT PATRICK

SAINT PATRICK (about 389-461)

Saint Patrick is the patron of Ireland and a saint of the Roman Catholic Church. He was born at Bannavem which may have been in England near the Severn estuary, or in Scotland near the modern city of Dumbarton.

Saint Patrick had a romantic life, full of adventures. He was captured by pirates from Ireland at the age of sixteen. They carried him back there, and set him to tending the flocks of a chieftain in Ulster. Six years of slavery made him a devoted Christian. He escaped to France and became a monk. In 432, a vision led him to return to Ireland as a missionary bishop. He worked very hard in various parts of the island for the rest of his life. His labors were so successful that he came to be known as the one who "found" Ireland all heathen and left it all Christian." Saint Patrick founded over three hundred churches and baptized more than one hundred twenty thousand persons.

Many legends grew up about this popular saint. One of the best known is that he charmed the snakes of the land down to the seashore so that they were driven into the water and drowned. Much else that is told of Saint Patrick is little more than legendary. He left a sort of autobiography in his Confession, written in crude Latin.

Much study has been given to Saint Patrick, but little that goes beyond his own writings can be accepted as certain.

Saint Patrick's feast day is celebrated throughout the world , wherever there are Irish people. It falls on March 17th of each year.

---World Book Encyclopedia

AN OLD IRISH BLESSING

May the blessing of light
be on you, light within and light without,

May the blessed sunlight shine
upon you and warm your heart till it glows like a great
peat fire, so that the stranger may come and
warm himself at it, and also a friend.

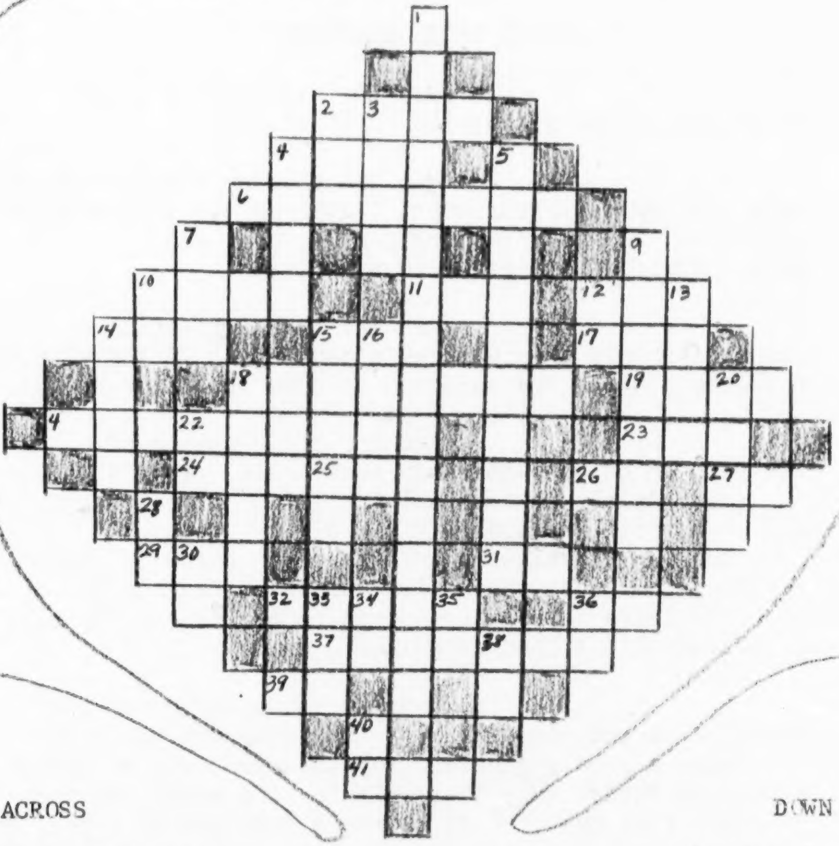
And may the light shine
out of the eyes of you, like a candle set in the windows of
a house, bidding the wanderer to come in out of the storm.

And may the blessing of
the rain be on you--the soft sweet rain. May it fall upon
your spirit so that all the little flowers may spring up,
and shed their sweetness on the air.
And may the blessing of the great rains be on you,
may they beat upon your spirit and wash it fair and clean,
and leave there many a shining pool where the blue
of heaven shines, and sometimes a star.

And may the blessing of the
earth be on you--the great round earth; may you ever
have a kindly greeting for them you pass as you're going
along the roads. May the earth be soft under you when
you rest out upon it, tired at the end of a day, and may it
rest easy over you when, at the last, you lie out under it.
May it rest so lightly over you that your soul may be off
from under it quickly, and up and off, and on its way to God.

And now may the Lord
bless you, and bless you kindly.

MARCH OF THE IRISH



ACROSS

2. The Emerald Isle
4. Unpleasant sensation
6. Once the national crop of Ireland
8. Long-playing (abbr.)
10. A popular fish of the "Ould Sod"
11. Lighter than_________________.
12. Kettle on the_________________.
14. Estimate (abbr.)
15. Short for Patrick
17. Wing of a building.
18. Floral emblem of the Irish.
19. "_____of the Irish"
21. "Wearin" of the__________.
23. Snakelike fish
24. Language of the Irish.
26. Myself
27. You and me
29. Anger
31. Negative
32. Nickname for an Irishman
36. Public notice (abbr.)
37. Irish potatoes (in Irish dialect)
39. Near
41. Avenúe (abbr.)

DOWN

1. March 17
2. To partake of food.
3. Coin of Iran
4. To place (as guards)
5. One of the "little people"
6. Fisherman's tool
9. Pretty Irish miss
10. Postscript (abbr.)
12. Pronoun
13. Color
14. Another name for Ireland.
15. Father
16. He is; I_________.
18. In Ireland, you'll find nary a one.
20. Shillelagh
22. For example (abbr.)
25. Seventh note of the scale
28. Third note of the scale
30. Also a scale note
33. Apartment (abbr.)
34. Doctor (abbr.)
35. Yours truly (initials)
36. While
38. Pronoun
40. Public address system

SEASONAL MATERIAL

APRIL MUSIC

I'd like to spend April
Sitting on a hill,
With a mushroom for a parasol
And violets for a frill.

And the wind for a violin
To play spring tunes,
And the blossoms in the treetops
For gay balloons.

I's like to spend April
Sitting on a mound
Watching for the flowers to pop
Out of the ground.

With their green silk stockings
And their new spring clothes,
Trying to look taller
By dancing on their toes!
Aileen Fisher

LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.
Up went pussy cat, down flew he.
Down came pussy cat,
Away Robin ran
Says little Robin Redbreast,
"Catch me if you can."
Unknown

THE ROBIN'S SONG

Robin is singing, a song of cheer,
Telling us that the spring is here,
High in the top of an old oak tree,
His tiny throat is bursting with glee.
Hark! He is singing, cheerie, cheerie,
Happy springtime is here, cheerie!
Unknown

AN INDIAN PRAYER

"Oh Great Spirit, whose voice I hear in the winds, and Whose breath gives life to all the World, hear me.

"I come before You, one of Your many children. I am small and weak. I need Your strength and Wisdom.

"Let me walk in beauty and make my eyes ever behold the red and purple sunset. Make my hands respect the things You have made, my ears sharp to hear Your voice.

"Make me wise, so that I may know the things You have taught my people, the lesson You have hidden in every leaf and track and rock.

"I seek strength not to be superior to my brothers, but to be able to fight my greatest enemy-myself.

"Make me ever ready to come to You with clean hands and straight eyes, so when life fades as a fading sunset, my spirit may come to You without shame."

YELLOW LARK

Sioux Indian Chief

THOMAS JEFFERSON
(1743-1826)

Rosemary and Stephen Vincent Benet

Thomas Jefferson,
What do you say
Under the gravestone
Hidden away?

"I was a giver,
I was a moulder,
I was a builder
With a strong shoulder."

Six feet and over,
Large-boned and ruddy
The eyes gray-hazel
But bright with study.

The big hands clever
With pen and fiddle
And ready, ever.
For any riddle.

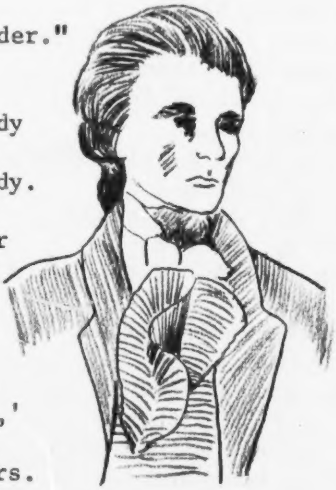
From buying empires
To planting 'taters,'
From Declarations
To trick dumb waiters.

"I liked the people,
The sweat and crowd of them
Trusted them always
And spoke aloud of them.

"I liked all learning
And wished to share it
Abroad like pollen
For all who merit

"I liked fine houses
With Greek pilasters
And built them surely,
My touch a master's.

"I liked queer gadgets
And secret shelves,
And helping nations
To rule themselves.



"Jealous of others?
Not always candid?
But huge of vision
And openhanded.

"A wild-goose chaser?
Now and again,
Build Monticello,
You little men!

"Design my plow, sirs,
They use it still,
Or found my college
At Charlottesville,

"And still go questing
New things and thinkers,
And keep as busy
As twenty tinkers.

"While always guarding
The people's freedom--
You need more hands, sir?
I didn't need 'em.

"They call you rascal?
They called me worse,
You'd do grand things, sir,
But lack the purse?

"I got no richer.
I died a debtor.
I died free-hearted
And that was better.

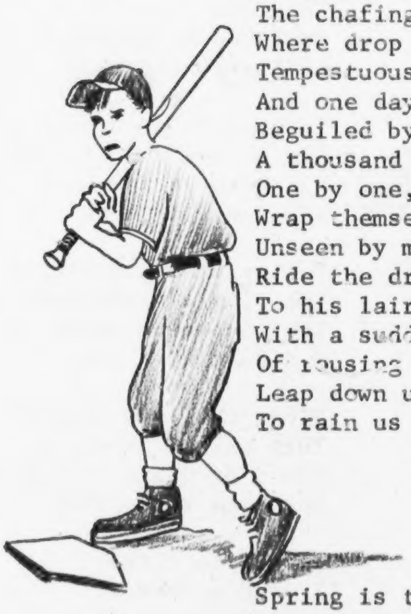
"For life was freakish
But life was fervent
And I was always
Life's willing servant.

"Life, life's too weighty?
Too long a haul, sir?
I lived past eighty.
I liked it all, sir."

BEWARE THE RAIN!

Don't underrate the rain,
It's here to stay.
You may think: at last it's gone!
On a sunny day,
But far beneath the ground
In a creviced hold,
It blindly burrows deep,
Like a silver mole,
Until it finds a river
Underground,
And adds its somber singing
To the rush of sound.
When, surfacing, it crowds
Past brimming banks,
It builds a force for which
Strong men give thanks.
But soon it bursts into
The chafing sea,
Where drop cavorts with drop,
Tempestuous, free.
And one day, as you stand
Beguiled by the sun,
A thousand drops creep upward,
One by one,
Wrap themselves in cloud,
Unseen by man,
Ride the dragon wind
To his lair, and then--
With a sudden, mighty clap
Of rousing thunder,
Leap down upon our banks
To rain us under!

Lou Ann Welte



BASEBALL

Spring is the time, the only time,
When baseball comes around.
It is the greatest, neatest time,
To give home plate a pound.
And now I'm in the batter's box.
And boy, do I feel great.
The fielders turn their heads as if to say,
"Okay, just wait."

Then the pitcher gets all tense,
The catcher pounds his mitt.
The ball comes sailing though the air,
Oh good, that's, I've hit!
I run right on to second,
My teammate makes a run,
That finishes the inning,
But wait, the score, we've won!

Hunt Dyer

OPPOSITES

FIND THE OPPOSITE OF THE UNDERLINED WORD.

1.	Add	double	dampen	contract	act
2.	top	bottom	man	story	room
3.	front	storm	face	back	bank
4.	none	done	food	income	some
5.	straight	early	crooked	hundredth	hungrey
6.	minus	circular	plus	anxious	dangerous
7.	farther	outer	smaller	manner	shorter
8.	maximum	minimum	most	appreciative	miniature
9.	borrow	burden	lend	expand	spend
10.	reduce	regulate	enjoy	enlarge	attend
11.	halved	doubled	handed	concert	wrote
12.	fraction	gravel	whole	position	quotation
13.	east	best	west	wind	rest
14.	found	strayed	limited	hurt	lost
15.	root	fear	source	branch	cities
16.	cooked	raw	ground	warm	loved
17.	completed	covered	invited	perfect	unfinished
18.	natural	unlike	unnatural	uniform	native
19.	destroy	colonize	employ	build	love
20.	slender	thick	happy	hungry	grateful
21.	ascend	absent	descend	assist	double
22.	brought	gave	smiled	thought	took
23.	plant	trick	puzzle	animal	factory
24.	concave	spiral	convex	content	contested
25.	vibrating	seasoned	whirling	riding	steady

26.	Hard	red	funny	plan	easy
27.	honest	noted	upper	dishonest	empty
28.	sweet	happy	sour	orange	swollen
29.	worthy	hidden	cruel	unworthy	cheap
30.	rude	polite	deserved	stricken	nervous
31.	storm	calm	rain	wind	snow
32.	gain	game	issue	net	loss
33.	cry	mind	deliver	laugh	add
34.	intelligent	quick	blameless	stupid	double
35.	timid	taut	sorry	valiant	scared
36.	faithful	joyful	false	old	challenging
37.	practical	workable	broken	aimless	useless
38.	stop	slide	grow	cease	go
39.	hero	man	villian	boy	dog
40.	appear	depart	serve	buy	hear
41.	familiar	distant	stable	strange	related
42.	raise	build	lower	sell	cultivate
43.	past	meal	history	future	winner
44.	sharp	blunt	youthful	tricky	costly
45.	depart	arrive	applaud	depot	travel
46.	untidy	unused	untried	near	neat
47.	wilt	measure	numbed	bloom	point
48.	cruel	fresh	humane	sick	sarcastic
49.	coarse	chafed	simple	slender	fine
50.	inferior	subnormal	ideal	unpleasant	superior

FILL EACH BLANK WITH THE APPROPRIATE AUXILIARY (am, is are; was were; will; has, have, had; do, does, or did).

Example: Everyone is looking at Tom now because he has just asked an interesting question.

1. We __________waiting for our friends now; they __________not arrived yet.

2. Some__________coming toward us now, but I__________not know his name.

3. Tom__________finish his homework soon; he__________already done most of it.

4. __________often go to the club these days. I__________seen him there only once or twice since Christmas.

5. __________Mr. and Mrs. Hudson already gone home. They__________standing right here just a few minutes ago.

6. Mr. Hudson__________his airplane ticket tomorrow afternoon; he__________already cashed a check for the right amount.

7. While you and Tom__________talking last night, I noticed that your English pronunciation__________improved a great deal.

8. __________you planning to read this book soon, or__________you already finished i

9. I__________not write those exercises last night because I found that I __________ forgotten to copy down the assignment.

10. After I__________given my examination paper to the teacher, I suddenly remembered that I__________spelled a word wrong.

EXAMPLE: I did not get a good mark on the test yesterday because I had not studied the night before.

1. I usually burn old letters; I__________not keep them after I__________answered them.

2. I like rainy days because the leaves__________not look so brown and dry after it __________rained.

3. How long ago__________Tom leave? __________you sitting here when he left?

4. I__________not watching anyone at the time because I__________just received a long letter.

5. Why______Kenny open that package five minutes after I asked him not to open it?

6. Tom______not meet us last night at the place where we______agreed to meet.

7. Tom______already written half of that letter; he______write the rest tomorrow.

8. Who______taken the book that______lying on the table an hour ago?

9. It______rained twice since Tuesday, but it______not raining now.

10. __________people in your country eat rice nowadays, and ______they always done so?

Nitchie, Elizabeth Helm: New Lessons In Lip Reading

PRACTICE. WATCH YOUR INTONATION.

How much money have you earned this week?

How much have you saved this year?

How much is the automobile to cost?

How much should be put aside for expenses?

How much was left over from dinner?

How much will the trip cost us?

How much water shall I put on the plants?

How much time must I spend on the job?

How much food should we take on the picnic?

How much does the doctor charge?

How much do we need from the market today?

How much furniture will we have to buy for the house?

How much rain has fallen this summer?

How much ice cream should I buy for the party?

How much will you charge to wash the car?

How much time will it take to finish the job?

How much damage did the storm do?

How much bread do we need for sandwiches?

How much snow is left on the ground?

How much cream do you like in your coffee?

How much water do you drink every day?

How much should I pay for a pound of butter?

How much is the fare on the bus?

How much sugar shall I put in the pudding?

How much water is left in the well?

PRACTICE. WATCH YOUR INTONATION.

How many telephones are in the office?

How many letters have been written?

How many children does the family have?

How many cars are parked in the driveway?

How many floats will there be in the parade?

How many guests have been invited?

How many days are in February this year?

How many miles are we from the airport?

How many employees are on vacation?

How many books can I take from the library?

How many oranges shall I buy?

How many cars pass the house in one hour?

How many were at church this morning?

How many people are expected at the convention?

How many stripes are there on the American flag?

How many apples will I need for the pie?

How many sheep were sent to market?

How many apples will I need for the pie?

How many new books have you read?

How many letters did you write today?

How many presidents of the United States have we had?

How many bachelor presidents have we had?

How many mistakes were made in the report?

How many cars are in the garage?

How many children are on the playground?

How many pencils should I buy?

Allen and Allen: Review Exercises for ESL,
T. Y. Crowell Co., New York

COMPLETE each of these questions, using How much or How many and is there or are there, as shown in the examples.

EXAMPLES: (coffee) How much coffee is there in that cup?
(spoons) How many spoons are there on that table?

1. (rice) ______________________ in that big pot?
2. (milk) ______________________ in the children's glasses?
3. (stamps) ______________________ on that letter?
4. (furniture) ______________________ in your classroom?
5. (universities) ______________________ in California?
6. (children) ______________________ in the fifth grade?
7. (people) ______________________ in New York City?
8. (women) ______________________ in the United States Senate?
9. (sheep) ______________________ on Tom's uncle's farm?
10. (towels) ______________________ in the bathroom now?

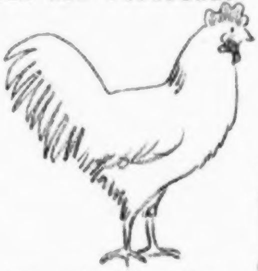
COMPLETE each of these questions, using How much or how many and was there or were there, as shown in the example.

1. (people) ______________________ at your party last night?
2. (sugar) ______________________ in that bowl yesterday evening?
3. (soap) ______________________ in that bathroom before breakfast?
4. (mice) ______________________ in that cage last night?
5. (money) ______________________ in our bank account last month?
6. (news) ______________________ in the letter that you received yesterday?
7. (information) ______________________ in that speech about the moon?
8. (days) ______________________ in February the year before last?
9. (men) ______________________ in the barber shop last Saturday?
10. (cities) ______________________ in this country a hundred years ago?

SCRATCH FOR THE RIGHT WORD

ACROSS:

2. A drumstick is what part of chicken?
4. Arrives in spring.
5. Bird's enemy.
6. What the canary did with his birdseed.
7. Lives in a clock.
9. Makes honey.
10. Bird of peace.
12. Sixth month.



DOWN:

1. Mother chicken.
2. Chicken________________thought the sky was falling.
3. What is Cracky?
8. Where bats are found.
10. Has webbed feet.
11. Birds rest_______________telephone wires.